DOCUMENT RESUME

ED 289 124 CG 020 390

AUTHOR	Stiles, Deborah A.
TITLE	Understanding Troubled Young Adolescents Who Have Problems at School: Case Studies.
PUB DATE	87
NOTE	150p.
PUB TYPE	Reports - General (140)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Adolescents; Behavior Theories; Case Studies; *Counseling Techniques; *Counseling Theories; Counselor Training; Developmental Psychology; Elementary Secondary Education; Higher Education; *Instructional Materials; Nondirective Counseling; Psychiatry; Systems Approach; Teacher Education; *Theory Practice Relationship

ABSTRACT

This document contains case studies of troubled adolescents and is intended for use by educators for discussions, especially in in-service and graduate programs. Case studies of 10 young adolescents are presented, each followed by a set of questions drawn from a psychological theory. To help new practitioners who may have difficulty connecting theory with practice when they begin to counsel, evaluate, or teach adolescents, this document shows how five psychological approaches can be used to understand and help adolescents who are experiencing emotional and behavioral problems at school. The first chapter presents a case study and provides an introduction to the nine other studies presented in the book. Each of the remaining five chapters focuses on a specific psychological approach and includes case studies to illustrate each approach. The psychological approaches presented in the book are: (1) psychoanalytic; (2) developmental; (3) person-centered; (4) behavioral; and (5) systems/ecological. References are included. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED289124

UNDERSTANDING TROUBLED YOUNG ADOLESCENTS
WHO HAVE PROBLEMS AT SCHOOL

CASE STUDIES

CG 020390

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Deborah A. Stiles

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Deborah A. Stiles, Ph.D.

c 1987

BEST COPY AVAILABLE

TABLE OF CONTENTS

Preface Page 3

Chapter One: Introduction
    Robert Page 6
    An Introduction to the Nine Case Studies Page 14

Chapter Two: Psychoanalytic Approach
    Orson Page 20
    Chucky Page 37

Chapter Three: Developmental Approach
    Richard Page 48
    Phoebe Page 62

Chapter Four: Person-Centered Approach
    Joey Page 76
    Mercedes Page 89

Chapter Five: Behavioral Approach
    Carrie Page 102

Chapter Six: Systems/Ecological Approach
    Carla Page 118
    Ricky Page 131

References Page 145

Preface

Case studies of nine young adolescents are presented in this book. Each case study is followed by a set of questions drawn from a psychological theory. The case studies can be used for discussions in university courses or in-service training for helping professionals.

In my work as a school administrator and a college professor I have discovered that many new practitioners have difficultly connecting theory with practice when they begin to counsel, evaluate or teach adolescents. This book shows how five psychological approaches (psychoanalytic, developmental, person-centered, behavioral, systems/ecological) can be used to understand and help youngsters who are experiencing emotional and behavioral problems at school.

In the past sixteen years I have held several jobs including teacher, special educator, school counselor, school administrator, educational psychologist, and college professor and worked with hundreds of troubled youngsters. The nine case studies are drawn from my work experiences, but the identities of the young people have been heavily disguised and altered.

Most educational psychologists have one theoretical orientation but I have worked in a variety of clinical settings including a psycho analytically oriented school, a behaviorally oriented school, a humanistic program, and a comprehensive treatment program which used a systems approach. I have learned to apply different psychological theories to the understanding of emotionally disturbed, behaviorally disordered, and troubled youngsters. My eclectic knowledge of the applications of different theoretical approaches not only gives me greater openess, flexibility, and sensitivity when I work with young people, but it also makes me a more effective helping professional.

In the past few years, I have used these nine case studies to teach university students and conduct workshops with other helping professionals. I hope that other new practitioners will benefit from reading and discussing them.

CHAPTER ONE

Introduction

Robert

School hasn't started yet. A teacher has come into work early so that she can revise her weekly lesson plans. She is focussed on her plan book; she is thinking about sequence, goals, motivation, achievement, and concentration. All of a sudden pencils and pens are rolling toward her; she grabs the telephone as it almost slides off her desk. The person who is tipping over her desk is a young teenager, tall and skinny. He sets down the desk and giggles.

"You must be the new student."

Last week at this therapeutic school for adolescents with emotional and behavioral problems there was an intake meeting to discuss thirteen year old Robert. A special education teacher and a counselor from Robert's previous school met with Robert's father (a widower) and therapeutic staff from Robert's new school. During the meeting Robert was described as having a history of academic failure, a low frustration tolerance, and low motivation. Robert's previous special education teacher explained that Robert has unevenly developed skills: he has good reasoning and mechanical abilities, but lacks many basic living skills such as telling time, handling money, and using the telephone effectively. The counselor from Robert's previous school reported that on the Weschler Intelligence Scale for Children-Revised (WISC-R) Robert received a Verbal IQ of 68, a

Performance IQ of 101 and a Full Scale IQ of 82, placing him in the low average range of intelligence. The counselor described his behavior as immature and withdrawn. At his old school Robert showed very little emotion and he seemed afraid to express anger even to other students when they picked on him. Robert was constantly teased and scapegoated. He expressed aggression in covert rather than overt ways by hiding the possessions of other students, breaking school supplies, etc. He did not form positive, trusting relationships with either his peers or adults. The consulting psychiatrist identified Robert's problem as a neurotic, depressive reaction resulting from excessive deprivation. Robert's father explained that in his opinion Robert should buckle down and put his nose to the grindstone.

* *

How should we think about thirteen year old Robert? How would we describe him? How can we understand his strengths and his weaknesses? How should we interpret the act of tipping over a teacher's desk? What does it mean when a thirteen year old boy can't tell time? How should we help Robert to express aggressive feelings appropriately? How can we help him to succeed in school and to form better relationships with peers and adults?

Should we think about Robert from a **psychoanalytic** perspective and assume that traumatic experiences and past deprivations have interfered with healthy development and resulted in emotional disturbance? Do we need to uncover unconscious conflicts and promote ego development? Should we attribute the cause of his tipping over the desk to anxiety over unmet needs and inner conflicts? Is lifting the desk symbolic behavior? Is this defiant act really a cry for help? Why can't Robert tell time? Does telling time somehow frighten and sadden him because he is reminded of the time his mother died? Or perhaps, as one psychoanalytically oriented psychologist suggested, is the reason Robert can't tell time because the hands on the clock move and arouse guilt feelings about masturbation?

We could think about Robert in terms of **developmental stage** theories and study his psychosocial, cognitive, and moral development. As a young adolescent, he is beginning to grapple with the issue of forming an identity; he is discovering who he is and exploring what he might do in the future. Being a young adolescent, Robert's peers play an increasingly important role in his life as he becomes increasingly independent of his family. Right now Rober is missing positive interaction with his peers. He needs friends to help him form an identity. Robert's educational and therapy program could take into account his psychosocial development and his needs to question and discuss so that he can make choices about his future. We need to know more about Robert's "good reasoning abilities" to learn about what stage of cognitive development characterizes his thinking. We wonder does "low average" describe the level of his general intelligence or is his Verbal IQ significantly lower than his Performance (non-verbal) IQ because of his unique abilities and disabilities? Or cultural expectations? Or a restriction of his verbal responses caused by his "neurotic, depressive reaction"? Or a myriad of other possible explanations. If we understand Robert's developmental level, we can plan his school program accordingly so that school will be a challenging, interesting, unfrustrating place where he can succeed.

We could think about Robert from a **person-centered** perspective and describe him as a unique, growing individual who is essentially good, wishing to be capable and self-directing, but cut off from experiencing his emotions, distrusting himself and others and frustrated by school programs that have been impersonal, confining, and boring. We might wonder if Robert has lost touch with his own values and incorporated his father's expressed values that he needs to "buckle down" and "put his nose to the grindstone." We might encourage Robert to experience all of his feelings and to be more open to experience. Rather than being teachers or psychoanalysts we would want to be non-directive facilitators and encourage Robert's learning by involving him in planning his school program. We would incorporate his interests into the school curriculum and let him know that he is prized and valued as a person.

From a **behavioral** point of view we would assume that Robert's maladaptive behavior has been learned and maintained by reinforcement and punishment. We would not look for causes of Robert's behavior or use the label "emotionally disturbed"; we might describe him as "behaviorally disordered." We would study his present behavior and the environment in which it occurs. Then we would specify those behaviors that are to be changed. We would try to eliminate undesirable behaviors and build up more appropriate, adaptive behavior by using behavioral systems such as operant conditioning (teaching him to make or avoid making certain responses to specific stimuli, for example rewarding him for greeting his teacher in an appropriate manner) or modeling (letting him observe a person engage in desired behavior and rewarding him when he imitates the behavior). From the behavioral perspective we would not encourage Robert to express aggressive feelings to promote catharsis (unrestrained experience of inner feelings). As behaviorists we might believe that participating in aggressive expression would increase Robert's aggressive behavior. When it came to teaching Robert to tell time we would not be interested in the intrapsychic causes of his behavior, instead we might analyze the task of telling time, break down the task into a series of small steps, teach skills in an orderly, sequential manner and reward each correct responses.

Or, we might think about Robert from a **systems/ecological** perspective. We would not see Robert as the sole focus of our assessment and intervention. Rather, we would see the problem as residing withing the ecological system of which Robert is an integral part. We might observe that Robert cannot be "emotionally disturbed" or "behaviorally disordered" until some consequential member of his ecosystem can not tolerate the dysfunctional interactions within the troubled system and then labels Robert as a problem. We might consider "disturbing" to be a more accurate term than disturbed or disordered. We would look at Robert's family system and wonder about the relationships between family members. We would see Robert as bearing the symptom of distress, being depressed and failing at school, but we would know that the locus of the pathology must be within the whole family system. As systems therapists we might even try to disrupt the dysfunctional interaction patterns of Robert's family by "prescribing the symptom." We might tell him to schedule his depression three times a day. We would be instructing him to change by remaining unchanged and we would be placing him in a therapeutic bind. If Robert follows the scheduled depression, some control is gained. If he refuses to be depressed, then he's not depressed. (Kershaw, 1984) Obviously this technique is quite different from a psychoanalytic approach of exploring early childhood traumas and unconscious conflicts.

We might look beyond Robert's family system to the ecology of his school and community. We would try to identify sources of discord in those social systems. We might ask why has Robert taken on the role of scapegoat? Why does he fill that deviant exological niche? How does Robert's being a scapegoat serve the ecology? Perhaps tension in the school enviornment is released through the process of scapegoating Robert and labeling him as the problem. From an ecological perspective we might examine the goodness of fit, the match between the demands and expectations of his environment and the abilities of Robert. In an effort to make the entire system surrounding Robert work, we might try to change him, change his environment, and/or change attitudes and expectations.

Each of these five approaches -- psychoanalytic, developmental, person-centered, behavioral and systems/ecological -- contributes to our understanding of Robert's problems and how we might help him at school. Robert is a unique individual in a unique situation. When we try to work with him, we may not be able to use the same analyses or problem-solving techniques that worked so well with Ann or Tony. It is valuable to have an eclectic approach, to be able to draw on a variety of psychological theories as we try to work therapeutically with Robert. For example, we might use the behavioral technique of task analysis to teach Robert to tell time, but it might enrich our understanding and increase our chances of success if we simultaneously appreciate from a psychoanalytic point of view that telling time might frighten or sadden Robert because it reminds him of the time his mother died.

Each theoretical framework has its own set of underlying assumptions about human nature, change, and growth. In some instances these underlying assumptions would lead us to different courses of action. For example, in Robert's case, a psychoanalytic or person-centered approach toward treatment might encourage Robert to ventilate his angry feelings by shouting or punching a pillow, but a behavioral approach would discourage aggressive expression because it might reinforce and strengthen undesirable behavior. The therapeutic staff at Robert's new school must choose how they will work with him. Obviously, they shouldn't simultaneously discourage and encourage the expression of angry and aggressive feelings. How the staff responds to Robert will depend upon their personal feelings and behavioral styles, as well as their beliefs about which psychological theory has the most validity. If the staff at Robert's school have a working knowledge of several psychological theories, then they have many insights into Robert and his problems and many tools for working with him.

AN INTRODUCTION TO THE NINE CASE STUDIES

Who are these nine "cases"? In some ways they are not unlike other American young people between the ages of ten and fifteen. At times all children show symptoms of disturbed behavior. During this period of early adolescence there may be increased scholastic, family, and social pressures combined with the major physical changes associated with puberty. With all the pressures of early adolescence it is not surprising that a research study by Rosen, Bahn, and Kramer (1964), found that the highest referral rates to psychiatric clinics occured during the nine to fifteen age span.

In other ways the nine cases in this book - Orson, Chucky, Richard, Phoebe, Joey, Mercedes, Carrie, Carla, and Ricky - are unlike their "normal" peers in that they have demonstrated persistent, serious behavioral and emotional problems at school. These problems have not gone unnoticed. Disturbing may be a more accurate label than distrubed when we search for a way to describe the impact of the school behavior of these students. In all nine cases, one or more adults at school could not tolerate the youngster's behavior and this led to a referral for a psychological evaluation. Eventually, some of these youngsters were placed in special classrooms, therapeutic schools, or residential treatment centers.

Some of these young adolescents were helped a great deal, some only slightly. Yet is will be apparent that even the most troubling of these young people has an optimistic spirit and resilience from adversity. On the surface may be annoying, frightening, belligerant, and strange behavior, but underneath all of these young adolescents wish to grow up, make friends, and achieve.

Each of the cases is presented in a narrative form and followed by questions drawn from psychological theory. Two cases presented for analysis from the psychoanalytic perspective.

Orson

> Orson, a fourteen year old very verbal adolescent, constantly makes puns, invents poems, and tells original jokes. He is very funny but has no "delivery" so no one ever laughs. He gobbles down his lunch during homeroom, and he stuffs erasers, ink pens, dust, and even city garbage from garbage cans into his mouth. In psychoanalytic terms Orson is fixated at the oral stage of development. In this case presentation Orson is not "cured" of his oral fixations, but in one year he does become a more emotionally healthy person as a result of educational therapy.

Chucky

Chucky is a bright fourteen year old who is unable to give his school work adequate concentration due to his obsessions with pantyhose, his beliefs that others are persecuting him, and his sexual fantasies. At school Chucky is intensely self-absorbed and anxious, but he does gradually improve over the school year. Chucky becomes friends with two classmates and he also learns that academic achievement can be a source of gratification and a way to gain positive attention.

The cases of Richard and Phoebe illustrate how developmental stage theories can be used to understand yound adolescents.

RICHARD

Richard is a thirteen year old who lives sometimes with his mother, sometimes with his grandmother, and sometimes on the street. There is good reason to believe that Richard's father is employing him as a heroin runner. Richard cannot read, subtract, or divide. Richard appears to be advanced in his physical development but delayed in his cognitive, and moral development.

Phoebe

Fifteen year old Phoebe is intelligent and attractive but she often refuses to go to school. Instead she stays at home where she reads poetry, listens to music, and argues with her grandmother. Phoebe is struggling with the adolescent developmental issues of independence, feminine identity formation and connection through relationships.

The cases of Joey and Mercedes highlight the person-centered approach.

JOEY

Joey is a neglected eleven year old whose parents have punished him by depriving him of food and locking him in his room. In the beginning of the school year he is restless, inattentive, excessively talkative, and disruptive in the classroom. Joey is given acceptance, support, and encouragement and by the end of the school year he has learned to concentrate, succeed academically, and have better relationships with both peers and adults.

MERCEDES

At the age of thirteen Mercedes is experiencing academic frustration, puberty, and her parents' divorce. When she unexpectedly gets her menstrual period on a winter camping trip, she refuses to leave an outhouse which is in the middle of the woods. Though the setting is an outhouse in the woods not an office in a school, a person-centered counseling interview takes place.

One case is presented for analysis from the behavoiral perspective.

CARRIE

Carrie is an attractive fourteen year old who's given lots of attention by boys and young men. By comparison, school is boring. Behavioral observations reveal that Carrie is filing her nails and sleeping rather than doing her classwork. Carrie can hardly read and write, but she has a great need to express herself. Drill work in reading and language arts has only frustrated her, but she discovers a new avenue for expression by using a tape recorder and having her words transcribed. Properly motivated and finally able to succeed, Carrie's classroom behavior improves dramatically. However, her overall behavior remains a problem.

The systems/ecological approach is illustrated by the cases of Carla and Ricky.

CARLA

Ten year old Carla refuses to do work at school, but at home she often works with her parents for several hours on math reading, and language assignments. Carla's parents' marriage is in trouble, but their worries have been diverted from their own troubles onto Carla's school problems. Carla may be the "Identified Patient" who, by her own problems, holds the family together.

RICKY

Ricky is the bad kid from the bad family. His father is on death row and his mother thinks Ricky has the devil in him. At school he is feared and disliked by students and staff. When a psychological examiner conducts a psychological evaluation of Ricky, she gets a glimpse of another side of this eleven year old boy. He doesn't want to play the bad kid role at school.

CHAPTER TWO

Psychoanalytic Approach

ORSON

Orson, a fourteen year old very verbal adolescent, constantly makes puns, invents poems, and tells original jokes. He is very funny but has no "delivery" so no one ever laughs. He gobbles down his lunch during homeroom, and he stuffs erasers, ink pens, dust, and even city garbage from garbage cans into his mouth. In psychoanalytic terms Orson is fixated at the oral stage of development. In this case presentation Orson is not "cured" of his oral fixations, but in one year he does become a more emotionally healthy person as a result of educational therapy. The case begins with a dramatic event that took place in the middle of the school year; the remainder of the presentation includes the monthly notes written by Orson's homeroom and vocational studies teacher and the coordinator of his educational therapy program at school.

On a February morning students from a "therapeutic school for children and adolescents with mild learning problems" went on an educational field trip to a television station. They sat with their homeroom teachers in the audience section of one of the television studios and waited to watch a quiz show that was to be taped.

A teacher leaned over and whispered to the fourteen year old boy sitting in front of her, "Orson please stop. The applause sign has been turned off."

"I want my clap to be on television. I want everyone in America to hear Orson Long Weinstock's hands clapping."

"Please be quiet and listen." said Orson's homeroom teacher who was responsible for Orson on this school trip.

The game show announcer greeted everyone and explained the rules of the quiz game. There were five categories of questions. Each question would be read aloud and as soon as a contestant thought he knew an answer to a question, he should push his buzzer. If the answer was correct, the contestant would earn ten points. If the answer was wrong, another contestant could try to answer the question. The announcer asked the audience not to give any help. The first category was "Places"; the game began with "It was the first of the original thirteen states to ratify the Constitution; the name of this state is?"

"Delaware," projected Orson.

Then Orson's teacher got up quietly so she could move closer to Orson. While she was on her way, Orson managed to announce, "The Tiber River" which was another correct answer.

The announcer reminded the audience not to give any help. His teacher sat down next to Orson and glared at him with her fiercest look.

"But I only want to help them. You said it's good to help people . . . the Channel Islands." Orson whispered in answer to the next question.

The television announcer seemed to be staring at Orson's teacher. She signaled "Be quiet" to Orson and quickly wrote down this note: "Dear Orson, Don't say anything aloud. "I'll explain later. You may write down the answers". The note worked. Orson busily wrote for the rest of the television program.

The incident at the television studio typifies Orson's personality - his irrepressible, enthusiastic nature, his exceptional verbal skills and his socially inappropriate and often irritating behavior. As a result of his behavior at the television studio Orson succeeded in gaining the attention he hungered for at school. For the remainder of the week Orson was a topic of conversation. The students bragged that Orson Weinstock nearly wrecked the television program and he really "got to" the show's host. The teachers marveled that Orson proved once and for all that he was exceptionally bright. The school psychologist reflected upon Orson's exhibitionist tendencies, poor impulse control, and attention seeking behavior. The school principal lectured to the teachers about the need for close supervision during field trips. The trip to the television station was never specifically mentioned by the principal, but a fellow faculty members pointed at Orson's teacher and winked.

Orson's homeroom and vocational studies teacher, came to know Orson quite well and she was able to observe and facilitate his progress over a one year period. As the coordinator of his educational therapy program at school she kept monthly notes about Orson and sent them on a monthly basis to her supervisor. The notes on Orson begin in September and they go through June.

Notes From September - Homeroom

Orson is preoccupied with putting things into his mouth. He actually eats dust from the floor and paper from his notebook. Orson also eats as much food as he can get his hands on. He regularly finishes the lunches of other students. He claims to be the school eating champion.

In spite of peculiar eating habits, Orson's body looks healthy. He has attractive facial features and he could be a very nice looking young man if he combed his hair and brushed his teeth. Pieces of food, bits of paper. etc., hang on to Orson's braces. I hung a mirror in homeroom because I hoped to encourage the students to take a look at themselves and fix themselves up if necessary. Orson has never looked in the mirror.

Orson seems to be overly sensitive. One day he cried because someone told him that television wasn't good for him; he claims that television is his "first love". (My response to Orson was to acknowledge that someone had hurt his feelings and that he felt sad).

Vocational Studies - Orson is obviously bright and he works hard. He has handed in work which looks sloppy, but shows that he comprehends the material he has read in Help Yourself to a Job. This month Orson obtained a social security card, learned how to fill out a job application, and studied how to make a business phone call. I am concerned that the work in the vocational studies class seems too advanced for Orson. The problem is not that the tasks are too complex or challenging, but that the activities aren't relevant to his emotional and social needs.

Notes From October - Homeroom

Orson definitely benefits from the extended homeroom period; he uses the first hour every morning to become better acquainted with his classmates and he and I are developing a positive relationship. Orson is a pleasure to have in homeroom because he enjoys and participates fully in all the homeroom activities which include discussions about expressing angry feelings, making friends, getting organized for the school day, understanding the effects of emotions on learning, redecorating ther homeroom, and preparing for a school trip.

Orson enjoys participating in discussions but he often gives unrealistic answers to problems he has. During a discussion of "What do we do when someone is bothering us?" Orson answered, "I'd turn into an astronaut." The other members of the homeroom helped him by pointing out the impracticality of his suggestions. I feel certain that Orson knew that turning into an astronaut was a ridiculous answer. I think it was an attempt at humor, and that he has no idea how he could best respond when he is bullied, pestered or teased by other students.

Orson can be witty and imaginative. He constantly invents jokes and puns. Usually unappreciated by his peers, his jokes are potentially funny, but his "delivery" isn't funny. Orson doesn't obtain the attention of his homeroom audience; he blurts out his joke, "Did you hear the one about the jump rope?" and finishes the joke with "Skip it . . . Get it?" and then proceeds to explain, "The word 'skip' can mean disregard or it can mean jump."

Vocational Studies - Orson and his classmates have organized a "canteen" to sell snacks twice a week at lunchtime. They have learned about taking inventory and ordering supplies. The class took three trips to the neighborhood grocery store to get advice on setting up the canteen. All of the students are benefitting from this project which is much more real to them than the "Help Yourself to a Job" book. Orson is very excited about the canteen, and I'm excited that he's really beginning to get involved with the vocational class. His main contributions have been writing what he calls press releases for the school newspaper and making up advertising jingles.

Notes From November

Orson is doing well in homeroom and seems to be enjoying himself. He cracks jokes and makes up puns. He always brings in the comics and reads them to the other students in our homeroom. Orson seems to have made friends with David and Jeff.

He likes Charlene. They joke around and have "routines" they do together.

Charlene will say "Orson you're a dummy."

Orson will reply, "Dummy who's a dummy? Anyone who says I'm a dummy is a dummy, you dummy."

Then Charlene will say "Orson you're a crazy man"

And Orson will reply "Crazy, who's a crazy man? Anyone who says I'm a crazy man is a crazy man. You crazy man."

This game goes on and on. Another routine includes asking for favors by saying "Old buddy old pal, old chum, old friend of mine". Charlene made up a game in which she puts her hand over her eyes and says "Who turned out the lights?"

These games/routines (whatever) seem very immature. Yet other aspects of their interchanges seem more typically adolescent. Orson and Charlene talk at great lengths about their favorite songs on the radio. Apparently, he calls her at home on the phone. During homeroom they dreamingly look into each other's eyes. Once I noticed them holding hands while they walked down the school corridor.

Frequently, Orson is hungry at lunchtime. Some days he gobbles down his lunch during the morning homeroom period. On other days he says he wants to eat the cafeteria food, but he complains that he doesn't have any lunch money. He claims he loses it, but I have a vague suspicion that one of the older students might be taking it from him. I think the school administration should quietly and carefully investigate.

Vocational Studies - In vocational studies we've been studying gross and net profits and other aspects of businesses. We've been relating the material in the textbook to the experience of operating the canteen twice a week. Orson satisfactorily completes the classwork and homework assignments. Orson finishes his assignments in order to please his teacher, not himself. Orson even says, "Here's your homework. I did it for you."

Notes From December

Last week our homeroom took a short field trip. Orson reached his hand into a city garbage can, pulled out some food and stuck it in his mouth. I found myself yelling, "Orson, don't eat that!" and he then spit out the food. Everyone in the homeroom class was repulsed by his behavior.

There are still many days when Orson doesn't have any lunch money. In homeroom I gave a short lecture about extortion and set up a role playing situation to show how a student could resist pressure from another student. I pretended to be a student who was attempting to extort money by threatening to break another student's eyeglasses. I selected Peter to be the other student and he did a good job of remaining firm and calm while he told me unequivocally "No." Observing the role playing may have been helpful to Orson, he hasn't complained that he lacks lunch money recently.

Vocational Studies - In class Orson suggested that the class open a "bank" at lunchtime to lend money to students who were hungry but didn't have any money for the canteen. Orson worked on the bank for a week, but then his effort fizzled out.

Notes From January

Orson's mother Mrs. Weinstock came in for a parent-teacher conference. She said Mr. Weinstock wanted to accompany her, but he had a business commitment. Mrs. Weinstock appeared nervous. She talked continuously during the conference. She reported that Orson likes school and that he enjoys the homeroom activities which he describes in detail every day after school. She's glad Orson likes our school because he hated his last school.

She said that Orson has always had problems, but there are times when he seems so normal. When Orson was thirteen he had his bar mitzvah. (This is a solemn ceremony admitting a Jewish boy as an adult member of the Jewish community and therefore ready for religious duty). In order to participate in this ceremony, Orson needed to complete a study of Judaism and he had to recite certain religious passages to representatives of the congregation. According to Mrs. Weinstock, Orson apparently did this in a very poised and mature manner. Mrs. Weinstock also said that Orson seems to have abilities as a writer. Every December she and her husband send their friends a family newsletter which describes highlights of family events during the year. She said she made Orson the editor this year and he did a marvelous job with the newsletter.

Then Mrs. Weinstock, on the verge of tears, said that Orson was their only child. She stated she had always worried about him; he had been sick as an infant and a young child. She had never been able to stop worrying about Orson. Her husband told her to just relax, but she couldn't. Mrs. Weinstock became very distressed when she was informed that Orson was pulling garbage out of garbage cans and eating it. She added she always prepares balanced meals for Orson and that he has a good appetite, so she doesn't understand why he would eat garbage. She told me that she had taken him to several doctors to try to find out if there's a medical reason why he eats non-nutritive substances. According to Mrs. Weinstock the doctors didn't find vitamin or mineral deficiencies or any other possible biological explanation for this behavior.

Orson has shown considerable improvement since he has been at our school, but there is no doubt that his functioning is not like that of a well-adjusted, happy teenager. Orson's parents could benefit from counseling on living with and planning for the future of a handicapped adolescent. I recommend that they join the Monday evening parents support group.

Notes From February

Our homeroom members were interviewed for the school newspaper. They were all asked why they liked school. Here's Orsons comment: "I like it here because of a girl. My favorite subject is math, because I like doing math by my famous 'patented' long way."

Notes From March - Homeroom

Somehow I persuaded him to stop eating the tops off of ball point pens. He used to get ink all over his mouth. In my opinion, Orson not only eats excessively; he talks excessively. On the positive side he's very verbal and bright, funny and creative. His verbal IQ is in the Superior Range. He enjoys sharing information, creating poems and inventing jokes. On the negative side is that much of what he says is preposterous. He rarely gives straightforward answers to other students. When a student asked him, "Orson, would you like some help with your math homework?", he replied, "I must do my math the famous patented, all rights reserved to Orson Long Weinstock, long way or perhaps the infamous short way."

Sometimes I'm surprised when Orson does so well in school subjects. I know he's bright, but he seems so disorganized. If he remembers to bring it, his school notebook is a mess. He lost his textbook for vocational studies, and his parents had to purchase another one. He has a three ring binder, but he doesn't put his papers in the rings. He lost his notepad for recording his homework assignments; he got another notepad, but one week later the spiral is becoming unravelled. His papers fall out and then he chews on them; a sign of progress, better for Orson to eat paper than pens.

Notes From April

Here's an article submitted by Orson to the school newspaper:

The Courageous Adventures of Orson Long Weinstock

by Orson Long Weinstock

NOTE: This article is true.

You may not believe this but underneath my mild-mannered facade is a brave and courageous man and an adventure that would turn Simon Templar into a chicken. Let me tell you about some of my adventures. There was a time when I was walking home from my grandmother's house with my parents. I was attacked by an enraged Russion wolfhound. He was about to eat me, but courageous me used some of my best punches and karate chops. When he bit me I said, "Dirty fighter, dirty fighter, dirty fighter!" But I kept fighting and eventually I won! Then when we went home, I put on some bandages.

I wonder about Orson's story. Perhaps it has symbolic meaning. Perhaps this fantasy satisfies several of Orson's needs including the need to impress his parents and peers, the wish to be brave and unafraid of aggression from others and the desire to conquer his unusual eating behavior.

Orson still enjoys homeroom activities and discussions and participates in them fully. He has good relationships with Michael, David, Jeff, Louis, and Charlene.

Notes From May - Homeroom

Orson no longer carries on routines with Charlene in homeroom. Their silly games (who turned off the lights, etc) were disturbing the rest of the homeroom and Orson persuaded Charlene to stop. I'm proud of him for having this insight and for being able to convince Charlene to change her behavior as well.

Orson is fond of Charlene and he cried one day when he felt his attention towards her was not reciprocated and so I suggested that Orson talk to his male social worker about girls. I thought Orson would benefit from talking to a man.

Vocational Studies - In the Vocational Studies course Orson wrote his first "resume" which included sections on personal information, education (with dates of attendance, special courses, school activities, and awards) and experience (with volunteer work and activities). Orson took this assignment fairly seriously and wrote realistically about his school experiences - no Russian wolfhound, no astronauts. However, he did add "all rights reserved" and a copyright date at the bottom of the page. Orson seemed uninterested in our study of 101 summer jobs. He can't work this summer because he plans to go to camp and then on a long vacation with his family. Orson still enjoys working in the canteen; he's usually the one who tells the other students how delicious the snacks are. Orson, who prefers verbalization to computation, lets someone else handle the money.

Notes From June

Orson has matured this year. He seems to be more realistic and concrete as evidenced by the fact that he no longer suggests fantastic solutions to his problems. He is still bullied by other students, but less often. I think our discussions about extortion and teasing helped him. He's still sensitive and easily hurt, but he hasn't cried for a few weeks. He continues to make up jokes and talk at people even when they aren't listening, but his behavior in homeroom and in vocational class is much more appropriate. He no longer stuffs large quantities of food into his mouth. Maybe he's not starving for attention anymore? He hasn't put any dust, erasers, or ink pens in his mouth for a few months.

Orson seems proud of his personal achievements and pleased with his academic accomplishments this year. His end of the year grades were very good. He was thrilled to receive school awards for outstanding achievement in both English and Communications.

QUESTIONS FOR DISCUSSION

Orson was a teenager who would appear strange to any stranger - a fourteen year old boy with pieces of paper and food hanging off his braces and tears in his eyes. Although there isn't enough information about Orson to suggest either a psychiatric diagnosis or a statement about the probable cause of his problems; it is clear that he was seriously emotionally disturbed. Yet it is also clear that he had many gifts which made him enjoyable to work with and all the more fascinating.

Although there are other valid ways of understanding him, psychoanalytic theory may be the best way to explain Orson's problems. From a psychoanalytic point of view Orson was fixated at the first stage of psychosexual development, the oral stage: His continual preoccupation with food and his habit of sticking objects in his mouth are evidence of oral incorporation themes in Orson's teenage life.

1. According to Freud (1966) the tendency to regress to an earlier stage of development is determined by both the strength of the fixation in early childhood and the magnitude of the current frustration. In what ways were Orson's teenage life circumstances frustrating and stressful?

2. Use his impressive verbal skills to avoid potentially ego-threatening issues?

3. In some ways Orson was an infantile adolescent, but in other respects he was more like a typical teenager who enjoyed listening to music and talking on the phone with the girl he liked at school. How can Orson's teachers and other helping professionals respect the adolescent needs for autonomy and self-expression and the infantile needs for dependency and nourishment?

4. How does school learning become the mechanism for "feeding" an emotionally disturbed adolescent such as Orson?

5. Orson needed nurturing but he also needed to know what kind of behaviors were and weren't acceptable. He needed a "reality dispenser". "All children want limits. At the time when a disturbed child is apparently defying the established school structure, he is most in need of the structure he defies and often actually searching for it." (Rothman & Berkowitz,p.334). How was "reality dispensed" at school?

6. What evidence is there that Orson became a more emotionally healthy person as a result of his attending the therapeutic school?

CHUCKY

Chucky is a bright fourteen year old who is unable to give his school work adequate concentration due to his obsessions with pantyhose, his beliefs that others are persecuting him, and his sexual fantasies. At school Chucky is intensely self-absorbed and anxious, but he does gradually improve over the school year. Chucky becomes friends with two classmates and he also learns that academic achievement can be a source of gratification and a way to gain positive attention. The case is presented from the point of view of Chucky's homeroom teacher, who was the coordinator of his educational therapy program at school.

"Sex!" he screeched. "Sex!" And then he gnawed on his hands like a squirrel with a nut. "She's wearing red pantyhose. Miss Franklin's wearing red pantyhose. She did it to excite me. Make her stop, teacher. Miss Olden's wearing blue pantyhose. They did it to excite me." He chewed on his hands again and then stuffed some bits of paper in his mouth. Chucky began to spring up and down, bouncing so high that his taut five foot frame took on more dramatic proportions. "Sex!" he said, his voice cracking. "Sex, sex, sex." Chucky hit his head against the chalkboard. "Mabel's wearing white knee socks. I know Mabel did it to excite me," said Chucky touching his genitals.

"You're crazy Chucky," retorted Mabel shaking her head with disgust.

Fourteen year old Chucky often acted this way during homeroom. Even in this context of a school for emotionally disturbed teenagers, Chucky's behavior was bizarre. Because he was so full of irrational fears, caught between his infantile impulses and his adolescent sexuality, Chucky was frequently agitated and accusatory. He often paced around the room, bit his hands, jumped up and down, banged his head against a wall or a window, and talked in a high, loud voice. He once vomited during homeroom and refused to clean up the vomit on his face. He imagined conspiracies: the female teachers were deliberately wearing certain colors of pantyhose in order to titillate him, the staff were having sexual relations next door in the teachers' room so that he couldn't concentrate on his school work, the whole school was conspiring to deprive him of basketball.

Basketball was very important to Chucky. He was on the second string of the school team and he constantly discussed his own basketball ability. He could not accept missing a basket and so he became upset during games, especially during the student-teacher games. He justified his mistakes by complaining that the basketball, the net, or the court was faulty. He accused the teachers of cheating. To say he was not a "team player" is an understatement; throughout the games he complained loudly and tried to keep the ball to himself.

He seemed to have compensated for his perceptual and gross motor problems. Although he was unable to do a jumping jack, he could shoot fairly accurately if he was directly in front of the basket; "bank shots" and "lay ups" were more difficult for Chucky because these manuevers required him to hop, balance, and cross the midline of his body with his arms. Most seven year olds have acquired these gross motor abilities. Fourteen year old Chucky had some skill deficiences and he was enrolled in a perceptual motor training class at the school. At least Chucky could shoot the ball well and dribble adequately.

In the beginning of the school year, Chucky begged his homeroom teacher to talk with the basketball coach on his behalf. He wanted her to tell the coach to put him on the first string of the basketball team. She told Chucky that quite frankly she couldn't tell the basketball coach who to play, but she would go with Chucky and help him out while he talked with the coach.

Chucky replied, "No, you have to do it."

This exchange between Chucky and his homeroom teacher, who was also the coordinator of his educational therapy program at school, describes their relationship in the beginning of the school year: Chucky was demanding and stubborn and his homeroom teacher tried to be realistic and responsive. Chucky, who talked only to his homeroom teacher, was almost like a toddler demanding that his omnipotent parent make the world right for him. Frequently he told his homeroom teacher that she must persuade the school administration to expel a certain student from school. Chucky believed this student was "out to get him." The student he feared was Victor, also five feet tall, but agile enough to start as a guard on the school basketball team. Victor was sharp and quick with his insults which were fairly equally distributed against several socially inappropriate students, but Chucky was the most acutely affected by his comments. Every day Chucky checked the absentee list to see if Victor was absent.

Mabel told Chucky, "Why don't you just tell Victor to shut up", but Chucky did not want to try to solve the problem this way.

Chucky's relationships with his peers continued to be marred by his unrealistic fears and fantasies and his intense self-absorption. Chucky usually ignored the other students in homeroom, and spoke to his teacher who encouraged him to relate to others by saying, "Why don't you talk to Michael too; he likes basketball." By giving information about sports, Chucky slowly began to acknowledge Michael, another socially inappropriate fourteen year old. Eventually, Chucky talked with Robert too, but he never fully participated in activities or discussions involving the whole homeroom class. For instance. he would wish someone "Happy Birthday," but never ate any cake. His involvement appeared to be more parallel than intertwined. When other students asked the homeroom techer for help with their school work, Chucky would go to the chalkboard and write something which demonstrated his academic proficiency, but didn't really help the other students.

Academic achievement was a source of pride for Chucky. He was always prepared for his classes and never asked for help. His school notebook which was messy, had barely legible scribblings, crossed out words, and wrinkled and stained papers; yet these scribblings contained the "right" answers. Chucky was doing exceptionally well in his algebra class. Discussions about math and sports statistics provided Chucky and his homeroom teacher with enjoyable and relatively calm moments to share. She encouraged him to teach her how to interpret the basketball statistics on the sports page of the newspaper. She tried to use Chucky's knowledge of mathematics to strengthen his "ego". When Chucky showed her pages of his calculations of estimated salaries, rent, and tuition, which "proved" that the principal of the school must be a very rich man, who financially exploited the families of the students, she chose not to respond to the symbolic significance of the fantasy, instead she encouraged the business education teachers to use Chucky's interest in budgets and finance as topics for study.

Chucky's parents were very interested in his academic progress; both parents had attended all of the parent-teacher conferences. Chucky's mother regularly wrote notes to his academic teachers and sometimes came by after schoool to discuss Chucky's schoolwork. Chucky's mother had volunteered to help out with the younger children in the school. She was too involved with monitoring Chucky's school performance was the opinion of the school social worker. The social worker once mentioned that Chucky's mother was over-involved in Chucky's school life, but unable to set appropriate limits for Chucky's behavior at home. He reported that she said that Chucky walked around the house with no clothes on. The social worker's response had been, "Don't let him do that; he's fourteen not four." So, Chucky's mother promised to try harder.

His homeroom teacher was cognizant of Chucky's home life and how it might be affecting his school life. When he called her "Mom" one day, his teacher was sure that Chucky was transferring some of his feelings about parental figures on to her. The social worker and the homeroom teacher agreed that it would be most effective for him to focus on Chucky's family issues and for her to focus on social and academic problems. Chucky's teacher tried to understand the underlying meanings of his behavior, tried to build their relationship, and attempted to foster friendship's between Chucky and other students.

By the spring there were some significant improvements in Chucky's life. Chucky had made two friends at school. He and Michael practiced basketball together and occassionally discussed things. Robert and Chucky telephoned each other at home to talk about sports.

As the year progressed, the homeroom came to be a relatively safe enclave for Chucky. His outbursts about pantyhose and women's socks were frequent, but not constant. Although he accused her of scheduling assemblies and school movies to deprive him of basketball practice, he did, for the most part, seem to trust and like his teacher.

For Chucky, it was the school hallways, the main office, and the city streets outside that remained perilous and foreign territories. When he was called to the office over the loudspeaker, he refused to leave his homeroom. Whenever there was a school trip, he was absent. Whenever it was possible, he spent lunchtime in the homeroom with his friend Michael. Chucky would quickly devour his sandwich, peanuts, popcorn, and two cans of coke and then they would rush off to the gym to practice basketball.

QUESTIONS FOR DICUSSION

Most popular in the 1950's, educational therapy, the psychoanalytic approach to schooling, is very valuable in understanding and helping an adolescent with problems like Chucky's. This approach considers school to be a reality experience and a treatment milieu. Educational therapy is defined as the incorporation of a clinical understanding of emotional disturbance into educational practice. Ideas about intrapsychic conflicts, defense mechanisms, psychosexual development, symbolic behavior, and therapeutic relationships are borrowed from psychoanalytic theory but the goals of educational therapy are different. The major goals of psychoanalysis are to help the patient recover the memory of repressed or blocked off traumatic experiences and gain insight into unconscious conflicts. However, the goal of educational therapy is ego skill development. According to Hirschberg (1953, p.684) school serves as "an experience with great ego-building potentials since it is oriented to reality; it aims toward the development of skill and mastery; it can aid in the development of self-image and even of self esteem . . . . . "

Although the psychoanalytically oriented teacher aims toward promoting the ego development of an adolescent, the teacher must be aware of an adolescent's unconscious feelings and motivations. An adolescent like

Chucky, who had minimal self-awareness, cannot directly express his desires, fantasies, and anger; instead, his emotional needs are symbolically communicated.

1. What did Chucky symbolically communicate?

2. According to Freud, the child's desire for knowledge arises during the phallic stage of psychosexual development. The child modifies the expression of a primitive sexual impulse to conform with behavior that is socially acceptable. This channeling of sexual or aggressive energy into intellectual pursuits is called sublimation. In general Chucky did not appropriately sublimate his sexual and aggressive energy into school achievement; his outbursts about pantyhose and sex were very inappropriate. However, he did appear to receive gratification from his accomplishments in math. Which other defense mechanisms did Chucky employ in order to deal with threats or dangers to his ego?

3. Another psychoanalytic concept of value to educators who work with adolescents like Chucky is that a disturbed student may transfer onto his teacher what Freud called "new editions of old conflicts". Sometimes a disturbed student directs hostile or negative feelings onto his teacher and these feelings may not be justified by any of the actual interactions between the student and the teacher. What feelings did Chucky transfer? How can helping professionals at schools respond to transference?

4. How did Chucky's social worker and teachers work to promote psychological growth in Chucky?

5. What strategies for dealing with Chucky might be used by helping professionals with different psychological orientations?

CHAPTER THREE

Developmental Approach

CASE OF RICHARD

> Richard is a thirteen year old who lives sometimes with his mother, sometimes with his grandmother, and sometimes on the street. There is good reason to believe that Richard's father is employing him as a heroin runner. Richard cannot read, subtract, or divide. Richard appears to be advanced in his physical development but delayed in his cognitive, and moral development. The case is presented from the point of view of Richard's math teacher and the discussion derives from developmental stage theories.

"Well, look who's here twenty minutes before school starts. It's good to see you Richard."

"Here's my math."

"Your did homework last night. I'm so proud of you!"

"Look! I finished the rest of the math book."

"Let me see. This is fantastic. You did homework for the first time and it looks like you completed about fifteen pages of work. Richard, you must have worked on this for a long, long time. Let be shake your hand."

Richard grinned and gave his teacher a "soul" handshake. He appeared to be genuinely pleased with himself but his face looked tired, his chin was covered with whiskers, and his shirt was wrinkled as if he had stayed up too late and then slept in his clothes. His black hair was uncombed and had little pieces of lint in it. His shirt was missing a button and he wasn't wearing any socks.

From the moment Richard's teacher glanced at his math workbook she realized that several pages of math problems were done incorrectly: She knew it would be counter-productive to point this out to Richard who, at age thirteen, had experienced so many years of academic failure that in the beginning of the school year he had refused to do any work. Richard's math skills were minimal; he could add, but he couldn't subtract. He was so afraid of making a mistake, of being wrong, that he refused to let his teacher even show him how to do subtraction.

That Richard had voluntarily and spontaneously done homework and then come in to school early were sure signs that his attitude toward school and his teacher had become more favorable. In the beginning of the year Richard had been openly hostile. In September his youth authority officer and his social worker had placed him in this small, therapeutic day school which was geared for teenagers who had been unsuccessful in both "regular" public school classes and special education classes for "behaviorally handicapped" students. Richard told his social worker that he didn't want to go to the new school.

On the first day he attended the new school, Richard showed up late to the math class. He walked in, sat on top of a desk in the corner of the room, pulled out a knife, and began to pick at his fingernails.

"Please give me the knife" his teacher had said.

Richard stared back menacingly and pointed the knife in the direction of the teacher.

"Put the knife on the desk."

Richard put down the knife and said, "I ain't doin' no work, you white bitch."

Richard kept his promise and did no work for three weeks. He was usually absent but when he came to class, he sat in the corner and taunted other students with remarks such as "That's easy work; you're stupid." He sometimes played with the math "manipulatives" - Soma Cubes, Tangrams, Master Mind, Cuisinere Rods, Parquetry Blocks, etc. When he became frustrated while working with these materials, he turned his attention to the three other students who also had been assigned to this math class for students with skill deficiencies. He annoyed the other students by rattling their desks, poking them and insulting them.

One day the other three students were absent from class. Richard was much calmer, friendlier; he almost seemed like a different person. He told his teacher that they should move the furniture to make the math room more "homey". She said they could move the furniture if first they drew the new arrangement on paper. Richard agreed to do this, but when he tried to use a ruler it became apparent that he did not understand measurement, scale or perspective, and he could not grasp the idea of a floor plan.

Richard and his teacher had a friendly talk. He told her about his interest in fish and showed her some pictures of fish he had traced form a book and then colored in. They also worked together moving the furniture, and as a result their relationship improved after that day.

Richard desperately needed a "homey" place. He had no stable home; sometimes he lived with his mother, sometimes he lived with his grandmother, and sometimes he lived on the street. Even though his mother had not adequately cared for him she did not want him to be placed in a foster home. After his mother learned that Richard's social worker was trying to arrange foster care for him, she went to the mental health center with a knife and told the receptionist that she wanted to "cut" the social worker.

Living in these desperate circumstances it is not surprising that Richard had academic defiencies and poor school attendance. After the day he made a "home" out of the math room he began to do math work. Richard's teacher gave Richard math workbooks which included begining arithmetic drills and basic math concepts, but didn't include childish illustrations. Richard wouldn't consider working on anything that appeared to be designed for young children.

Unable to teach him subtraction, Richards' teacher decided to teach him multiplication. She began teaching the times tables and moved on to two and three digit numbers. Richard worked diligently and enthusiastically although his teacher was never sure that he really understood the concept of multiplication. His teacher decided that she would offer students awards for mathematics achievement; she named the awards after Benjamin Banneker, the famous black mathematician. Richard was intrigued by the possibility of winning a Benjamin Banneker Mathematics Award. In two months he finished more than 150 pages of math work. Whenever his teacher turned her back or left the room, Richard raced to the file cabinet and tried to grab as many pages of math worksheets as he could. Sometimes he took ten copies of the same page, and if his teacher wasn't aware that he had ten identical worksheets, Richard would go ahead and complete all ten pages.

One day another student in the class said, "Richard, you ugly, nappy headed chump, you do baby work."

Richard became so angry that he picked up a chair. When his teacher stood in front of him, he said, "Get out of the way, I don't want to hurt you."

"I want you to put down the chair"

Richard listened to the firm, direct request from his teacher; he put down the chair, but he sulked and pouted and refused to work for the rest of the week.

Richard's body language was often like that of a young child; this seemed incongruous coming from an adolescent with a deep voice, whiskers and broad shoulders. Sometimes he puckered his lips, craned his neck and surged forward like a toddler asking his teacher, "How about a kiss . . . Will you adopt me?"

Emotionally, Richard seemed quite young, but he also had a street-wise, tough guy, juvenile delinquent side to him. He was on probation because he was caught breaking and entering into a pet store and attempting to steal fish. When the youth authority officer asked him why he broke into the store. Richard answered, "I like tropical fish and I wanted to get some."

At school Richard's delinquent tendencies usually showed up as threats rather than criminal acts. One exception was the time Richard slashed the tires of the car of his favorite male teacher, who often took him fishing. Richard offered no explanation for his behavior.

Although his social worker couldn't prove it, she was convinced that Richard's father was involving him in drug dealing. She had heard from reliable sources that Richard's father was paying him to "run" heroin.

One day Richard came to school in a brand new, powder blue, double breasted suit. When he offered to buy lunch for any students who wanted him to, the school principal found out that Richard was carrying more than a hundred dollars on him. Richard, a thirteen year old who did not know how to make change for a dollar, seemed to have no concept of how much money he was carrying.

The next day Richard's social worker, youth authority officer, and the school staff had an emergency meeting about Richard. Everyone agreed that Richard's living circumstances were becoming increasingly unstable and unsafe. The social worker said that she no longer hoped that she might be able to work cooperatively with Richard's mother and grandmother who had vigorously opposed foster care or another home placement. The social worker was determined to persuade the courts that Richard must be placed in a more secure residence. Within one month Richard was placed in a residential treatment facility which was located at the other end of the state. The school staff regretted that Richard had to leave their school at a time when he was beginning to develop trust in his teachers and to show some academic progress yet they knew that Richard needed closer supervision and more consistant care.

QUESTIONS FOR DISCUSSION

In order to understand the strengths and weaknesses of Richard it is helpful to think about him in terms of how he has progressed through the stages of physical, psychosocial, cognitive and moral development. It beomes apparent that in some ways Richard is a "normal" adolescent but in other ways his development has been arrested or delayed.

In terms of physical development Richard is an early maturing boy. Richard has reached puberty; his voice has changed, his shoulders have broadened, and he has facial hair. His early physical maturity has earned him status among his peers. His pubertal development may increase his feelings of self-confidence and personal power when he is around adults, particularly strangers, who may be impressed by his grown up appearance or intimidated by his physical maturity and tough guy stature. Menacing looks would be disregarded if they came from a younger looking child but because of his mature physical appearance Richard has the power to frighten adults.

In terms of Erik Erikson's stages of psychosocial development Richard is wrestling with the adolescent crisis of identy versus identity confusion. Richard is having a very difficult time answering the questions "Who am I? Where do I belong? How do I appear to others?"

Erikson conceptualized stages of psychosocial development in terms of eight successive stages, each of which comes to a crisis, each of which has a positive and negative pole, each of which is favorably or unfavorably resolved at the time of crisis. These issues are always present, but they enfold as a major focus for the individual along with the developmental forces of biological maturation and social expectations. The first stage of development, which occurs during infancy, is called basic trust versus mistrust. The next three critical steps of development are called autonomy versus shame and doubt, initiative versus guilt, and industry versus inferiority. During the adolescent stage of identity versus identity confusion the adolescent is expected to re-experience earlier stage resolutions and integrate then with his or her new role in society, becoming an adult. The adolescent who has not successfully resolved the earlier crises may demonstrate an inability to cope with frustration and aggression, an inability to cope with sexual impulses, and an unwillingness to trust him or herself and others. An adolescent whose early experience has been largely negative will have great difficulty preparing for the occupational and family responsibilities of adulthood.(Erikson, 1963)

1. Nothing is known about Richard's infancy and early childhood, but based on his present life circumstances and his emotional immaturity, what can be guessed about the first critical steps of Richard's development?

2. Susan Swap (1974) has described the later school behavior of children severely disturbed who have not successfully negotiated the stage of basic trust versus mistrust. "These children fail to differentiate between what is inside an outside them, fail to trust in those around them to offer then safety, nurturance, and consistency, and fail to trust in their own ability to protect themselves against terrifying inner urges and demands." (Swap, 1974, p. 164) Although Richard might not be classified as severly disturbed, he could be accurately described as an untrusting and untrustworthy child who had an inability to form close relationships and an intense fear of failure. Swap has proposed that schools create "adaptive environmental responses" which are to establish a climate of safety, predictability, and consistency within the school, to provide one to one relationships, and to nurture, accept and reward the child's limited responses. How did the staff of Richard's school did attempt to provide adaptive environmental responses?

3. It is important to keep in mind that according to Erikson, biological maturation and social expectations force a person to move from one stage to another whether or not that person has been successful at earlier stages. Because of the biological changes of puberty, Richard had to grapple with the issue of identity versus identity confusion even though he was not ready

to do so. At thirteen Richard needed to begin to establish a new sense of ego identity, a feeling for who he was and his place in the larger social order. One question on Richard's mind was "How do I appear to others?" Erikson has stated that an adolescent would "rather act shamelessly in the eyes of his elders, out of free choice, than be forced into activities which would be shameful in his own eyes or in those of his peers." (Erikson, 1968, p. 129) When, given the choice between defying his teachers' demands that he do schoolwork and his own desire not to appear to be doing "baby work" in the eyes of his peers, What did Richard choose and why?

4. In terms of psychosocial development Richard was encountering the adolescent crisis of identity, but in terms of cognitive development, Richard's development was delayed. Piaget proposed that cognitive growth takes place in an invariant sequence of four stages. Each stage represents a comprehensive way of thinking that determines how an individual understands and makes sense of his/her experiences. Children pass through the stages at different rates; the ages associated with the stages will be altered according to culture, education, experience, and individual differences. The first stage, the Sensori-Motor stage, is usually associated with the first two years of life. During this stage children gradually develop purposeful behavior through sense and motor activities. The second stage is called the Pre-Operational stage. Children of approximately two to seven

years use symbols and internal images but their thinking is unsystematic, illogical, intuitive, and subjective. The third stage corresponds approximately with seven to eleven years. During the Concrete Operational Stage children can think systematically, but only when they can refer to concrete objects and activities. At the fourth and final stage, the Formal Operational Stage, young people develop the capacity to think abstractly and hypothetically, to use inductive and deductive reasoning, and to engage in mental manipulations. Their thinking is not constrained by the givens of the immediate situation but working in probabilities and possibilities. However, many young adolescents have not yet achieved formal operational thinking. Among later adolescents and adults more than 50 percent are capable of full formal reasoning (Kohlberg, 1975). With a chronological age of thirteen, one might expect that Richard could be thinking at the formal operational stage, but there is no evidence that Richard's thinking was at a formal operational level. What cognitive level describes Richard's thinking?

5. How should teenagers at Richard's cognitive level be taught?

6. Although it seems reasonable to assume that Richard's difficulties with learning subtraction were related to limitations is his cognitive development, what other explanations are plausible.

7. From a developmental perspective Richard's moral reasoning was immature. Although no formal assessment of Richard's level of moral

reasoning was conducted, it seems clear that his moral reasoning was more like that of a young child than of a typical adolescent.

Through the study of the cognitive nature of moral judgements; Kohlberg refined and extended Piaget's theory of moral development. Kohlberg's method of study was to analyze responses to questions about hypothetical moral dilemmas. He found moral development to be the emergence of increasingly complex notions of justice, fairness, and rights. According to Kohlberg moral development progresses through an invariant sequence of three moral levels, each composed of two distinct stages.

The first level is called Preconventional Morality. Persons reasoning at this level are responsible to rules imposed by authority figures in order to avoid punishment and obtain rewards. At the second level, Conventional Morality, right or good is equated with the maintenance of existing social norms and values. At the third level, Postconventional Morality, right consists of those transcendant moral principles that have validity and application apart from particular authority figures.

Also described (in the Appendix of Scarf's Readings in Moral Education) is Stage O. This stage, which is a precurser to moral reasoning, is described as "good is what I want and like." (Scarf, 1978, p. 309) According to Kohlberg, a certain level of cognitive development is necessary but not sufficient condition for each level of moral reasoning

". . . advanced moral reasoning depends upon advanced logical reasoning; a person's logical stage puts a certain ceiling on the moral stage he can attain. A person whose logical stage is only concrete operational is limited to the preconventional moral stages . . . "

At what stage was Richard's moral reasoning development? How could the level of moral reasoning of a teenager like Richard be raised?

Note: A shorter version of "Richard" was presented in Adolescents Today by John Dacey.

CASE OF PHOEBE

> Fifteen year old Phoebe is intelligent and attractive but she often refuses to go to school. Instead she stays at home where she reads poetry, listens to music, and argues with her grandmother. Phoebe is struggling with the adolescent developmental issues of independence, feminine identity formation and connection through relationships. Her school counselor tries to help Phoebe find her own voice as she speaks about what she wants for the future.

"Diagnosis: Adolescent Adjustment Reaction with Masked Depression", reads the psychiatrist's report.

Phoebe's school counselor thought about the psychiatrist's diagnosis. It was not an uncommon one, especially for adolescent girls, yet this standard diagnostic terminology seemed particularly apt - telling - when describing fifteen year old Phoebe.

Phoebe received the diagnosis in July when she was placed for two weeks in a Catholic residential treatment facility for girls. Phoebe changed schools and enrolled in the Jefferson School in September. Of her own initiative Phoebe made an appointment with her new school counselor in the very beginning of the school year. Phoebe was open and self-revealing. The counselor didn't ask any leading questions. On her own Phoebe brought up her thoughts and feelings about her complicated and unhappy life at home and about being sent to the girls' treatment center. She said her mother had been very reluctant to send her to the treatment facility. Her grandmother who lives with Phoebe, had insisted that Phoebe be sent away. According to Phoebe, her grandmother had threatened her mother with, "Either you send Phoebe to that home the priest talked about or I'll send you and Phoebe, and that no good son of yours out to live in the street."

"My grandmother tries to tell everyone what to do" said Phoebe. "She's always reminding us that the house belongs ot her and grampy. When my brother gets fed up with her nagging, he just leaves. My mother doesn't have to put up with too much because she works all the time. Grampy's too drunk to hear her. So I'm the one who listens to all her hollering and complaining."

Phoebe admitted to the school counselor that her grandmother didn't really care that she had missed more than sixty days of school the previous year because of stomach aches, toothaches, and menstrual cramps. "My grandma thinks I'm so smart I don't need to go to school every day, so she let's me stay home when I'm sick. Mostly I stay in my room - reading and listening to rock music. I like Styxx and Todd Rundgren. When I like something I like to play it again and again so I can memorize the words. Sometimes that gets on my grandmother's nerves. She'll holler, "Change the God damn record." I do. I'm not like my brother. He won't listen to anybody."

"My grandmother gets on my case a lot; my mother is more easy going. My grandmother wishes I would go to church. She doesn't like it when I criticize the church. I know people who go to church and say things like "Love thy neighbor as thyself' and 'Do unto others as you would have others do unto you', but they never practice what they preach. They think the Golden Rule is 'Do unto others as others do unto you.' "

Phoebe told the school counselor that her grandmother wasn't really bothered by her missing school or church or listening to rock records. What made her grandmother angry was Phoebe's boyfriends.

I think she sent me away just to keep me away from my boyfriend. My grandma didn't like him because he was twenty years old and in the Navy. She said he reminded her of my no good father who ran off and left us. I stopped seeing that guy from the Navy but my grandmother, who is never satisfied, hasn't liked any of my boyfriends since then."

The next week Phoebe missed her appointment with the counselor. Later when the counselor tried to say hello to her, Phoebe rushed away. The counselor told Phoebe that she'd be available when Phoebe felt ready to have another appointment. The residential treatment facility was following up on Phoebe, and the counselor felt it would be a mistake to push Phoebe to talk with her at school. In early October Phoebe made another appointment with the counselor. In anticipation, she decided to review Phoebe's academic records and check her mid-term report card. The records showed that Phoebe was a very intelligent girl who was frequently absent and rarely achieved up to her potential. Most of her school grades were C's, yet the records of academic achievement tests showed Phoebe to score two to four years above her grade level on reading and language tests. The attendance records showed sixty-eight absences in the previous school year, but there were not official reports of truancy or school misbehavior. Until very recently, Phoebe received acceptable grades. Perhaps because Phoebe never demonstrated overt, disruptive behavior problems; her school problems were given less consideration than those of the children who were more openly disruptive and delinquent. Phoebe's most recent school report had all F's, except in one course entitled "Creative Writing". On this section for teacher comments three teachers had written remarks: "Phoebe rarely attends class . . . Phoebe has the ability to succeed, but she does not make the effort . . . Phoebe is a talented young poet".

With the exception of creative writing, Phoebe's performance at school was disappointing. The counselor reflected upon the diagnosis of "Adolescent Adjustment Reaction with Masked Depression." It was obvious to the counselor that Phoebe's family situation was creating stress. Adjusting to adolescense, especially dealing with the issues of identity, independence, and sexuality, had been quite difficult for Phoebe. Her contradictory behavior of fleeing both toward and away from relationships might be symptomatic of an underlying depression. Any unhappy inner feelings were thoroughly masked by Phoebe's Miss Teenage America-like face, her perfectly applied makeup, and her perfectly controlled, pleasant manner. She was a girl the boys called her "foxy" and "bitchin" (genuine compliments meaning good looking), but the girls were less kind and called her "a bitch", probably out of jealousy.

At their next appointment the counselor wanted to help Phoebe make a choice about her educational future. She asked, "What do you think about school, Phoebe?"

"It doesn't kill me . . . creative writing is best . . . I don't like math and I don't like gym."

"Tell me, what did you think about school when you were younger?"

"Well, I hated school when I was in third grade because I had a mean teacher. She was so unfair; she called me a liar. The worst was when I brought a birthday cake into school to share at lunchtime, and that teacher told the whole class that it couldn't be my birthday cake , because it wasn't my birthday. She said my birthday was in July and that I had to stay after school for talking back and lying. The next day I brought in a note from home saying it had been my birthday. I never forgave that third grade teacher and I haven't really liked school since that year. I can't stand liars and hyprocrites, but the worst of all are people who falsely and unjustifiably accuse people of being liars."

"So you were really angry about your third grade teacher's unfair behavior and you haven't liked school for a long time."

"That's true."

What do you like to do when you're not in school?"

"I like listening to music, reading poetry, and learning about photography."

"I understand that you also write poetry."

"My teacher suggested that I send one of my poems to a poetry contest for high school students. My teacher's great. She let me go with her to a poetry reading at a college. It was fabulous. I can't wait to go to college."

"So you're interested in college. Tell me, if you had three wishes, what would you wish for?"

"Peace all over the earth which is the only wish you really need. You don't need money and stuff like that."

"That's a very thoughtful wish. Phoebe, you've missed several days of school recently. What do you want to do about your education?"

"Even though I'm almost 16, I don't want to drop out and earn my high school equivalency. My mother says it's O.K. if I drop out; she never finished. She says I can work with her at the bowling alley. I'm tired of staying home; it's boring. I want to finish high school. There's too much going on at home. My grampy's always drunk, my grandmother's always nagging him, my mother, my brother and me. She doesn't like the boys I go out with, and she thinks I'm sleeping with all of them. I used to. I used to think that if you really loved someone, that meant that you cared more about that person than yourself, and if that person needed sex as part of love then you should respect that and you should sleep with him even if you didn't want to. Now I'm not so sure. I'm not sleeping with anyone now, and I won't until I really love someone. I must do what I know is right. You know Emily Dickinson wrote, "Life-is what we make it."

QUESTIONS FOR DICUSSION

For some young adolescents ". . . school becomes a critical setting in which they must confront and work on the developmental tasks of adolescence . . . including not only adjusting to changes in body function and configuration and becoming psychologically independent of their parents, but also learning to cope with dating and heterosexual relationships." (Weiner, 1970, p. 216) Phoebe has been avoiding the "critical setting" of school. The physical complaints that keep her out of school are minor. Academic work is not difficult for Phoebe who is bright and scores well on achievement tests. It seems plausible that Phoebe doesn't wish to confront certain developmental tasks of adolescence. "Adjustment Reaction of Adolescence with Masked Depression" is not a diagnostic label currently listed in the American Psychiatric Association's Diagnostic and Statistic Manual III, (terminology has changed), yet Phoebe's behavior at fifteen corresponds to the behavior described by the psychiatrist's diagnosis. Despite her attractive physical appearance and pleasant manner, Phoebe is withdrawn, spending hours in her room listening to the same records over and over. The girls at school call her a bitch, and she seems to be missing positive peer interaction.

At the same time, Phoebe has entertained a string of boyfriends, all of whom her grandmother disapproves. She had succumbed to pressures to have sexual intercourse even when she didn't want to.

1. One way of thinking about Phoebe's promiscuity at age fourteen is to see her behavior as an adaptive response to her depression in that it kept her busy while providing companionship and bolstering her self-esteem. How might her avoidance of school represent a fleeing from the people and the anxieties associated with classroom interaction and social performance?

2. Depression in female adolescents is two to three times more frequent than in males. One explanation for this phenomenon would be that there is a sex-linked genetic factor contributing to female depression. Another explanation would be that during adolescence females tend to be discriminated against by society and that emerging "female" values of nuturance and empathy are devalued by society.

During adolescence, girls tend to become more concerned about interpersonal aspects of their lives. Phoebe has wanted to please others - her boyfriends, her creative writing teacher, her mother, and her grandmother. Phoebe's wish to please others makes her vulnerable. She is drawn toward close relationships and she withdraws from them; Miller (1976 p. 83) has commented on the importance of relationships in the lives of females:

> Indeed, a woman's sense of self becomes very much organized around being able to make and then to maintain affiliations and relationships. Eventually, for many women the thread of disruption of an affiliation is perceived not as just a loss of a relationship but as something closer to a total loss of self.
>
> Such psychic structuring can lay the ground work for many problems. Depression, for example, which is related to one's sense of the loss of affiliation with another(s), is much more common in women, although it certainly occurs in men.

Why might Phoebe be feeling depressed?

3. How are Phoebe's mother and grandmother are having difficulty granting Phoebe psychological independence?

4. What evidence is there that Phoebe's problem-solving capacity may lead her to a brighter future?

5. Phoebe can think at what Piaget has called the formal operational level. In her mind she can construct a world which encompasses ideals and possibilities. Her thinking is not restricted to the everyday realities of her family, school, and society; in her mind she can construct ideal families, schools, and societies. "Formal operations provide thinking with an entirely new ability that detaches and liberates thinking from concrete reality and permits it to build its own reflections and theories." (Piaget, 1967, p.63) What books might you recommend to a teenager like Phoebe? Why?

5. Phoebe is struggling with identity issues -- who she is and where she fits into the larger social order. According to Erikson she is struggling with

the crisis of identity versus identity confusion. There are some difficulties in applying Erikson's developmental theory to Phoebe's life. One limitation of Erikson's theory of psychosocial development is the application of his "Eight Ages of Man" to females. Erikson thought that unlike males, young women should keep aspects of their identity open. Gilligan criticizes Erikson for suggesting that the developmental sequence for a female is to hold ". . . her identity in abeyance as she prepares to attract the man by whose name she will be known, by whose status she will be defined, the man who will rescue her from emptiness and loneliness by filling 'the inner space'." (Gilligan, 1982, p.12) In female terms what is Phoebe's identity crisis?

6. There are also some problems with applying Kohlberg's developmental theory of moral reasoning to Phoebe's life. Gilligan observed that Kohlberg's moral stages, which were derived from interviews with males, fail to capture the essence of female moral reasoning. Gilligan has outlined a new sequence of stages which describe the development of the ethic of care and focus on the central moral problem for women: the conflict between self and other.

Gilligan observed that women's reasoning about issues of care, concern and responsibility moves through the same three stages -- from preconventional to conventional to postconventional thinking -- as men's reasoning about issues of justice and rights. However, there is a distinct moral language - a different voice - that informs the sequence of women's development. This voice is not exclusively female but it may predominate in females because they are taught to be nurturant, empathic, and concerned about the needs of others so they tend to take a more interpersonal orientation when thinking about moral issues. At the first level, Orientation to Individual Survival, the predominant issue is caring for self in order to insure survival. At this level the needs of others are largely ignored. Next is a transition called From Selfishness to Responsibility. At this transition, Level one judgement is criticized as selfish and there is movement toward thinking about responsibility. At Level two, Goodness and Self-Sacrifice, good is equated with caring for others, and there is a desire to avoid hurting others if at all possible. The second transition, called From Goodness to Truth, is characterized by a reconsideration of the relationship between self and others and a disequilibrium created by the exclusion of self from the recipients of care. At the third Level, the Morality of Nonviolence, the focus is on the dynamics of relationships and the realization of the interconnection between self and other. Here the principle of nonviolence -- an injunction against hurting -- initiates the search for resolutions of moral dilemmas.

Which issues are included in Phoebe' moral reasoning? How can adults help Phoebe to clarify her moral questions?

CHAPTER FOUR

Person-Centered Approach

JOEY

Joey is a neglected eleven year old whose parents have punished him by depriving him of food and locking him in his room. In the beginning of the school year he is restless, inattentive, excessively talkative, and disruptive in the classroom. Joey is given acceptance, support, and encouragement and by the end of the school year he has learned to concentrate, succeed academically, and have better relationships with both peers and adults. The case highlights the person-centered approach used by Joey's math teacher.

It's September. Joey runs into the classroom, does a chin up on the bookshelf, says hello enthusiastically, asks for a pencil, uses the pencil as a drumstick, breaks the point on the pencil, sharpens it so vigorously that the pencil sharpener falls off the wall onto the floor where it breaks open, spreading pencil shavings and pencil dust all over the place. Then with that raised eyebrow look Joey says in an insistent tone, "You really should get a better pencil sharpener. This one is defective. But I'll (sigh) go get a screwdriver and try to fix it." On his way out of the room, which, by the way, his teacher had not given him permission to leave, he does another chin up on the bookshelf.

The elapsed time is two and a half minutes out of a forty-five minute math class. His teacher is already tired. Nothing she has said or done in those two and a half minutes has affected Joey's behavior. She's tried "I messages" such as "I am bothered when you do chin ups on the bookshelves.

Please stop." In this previous sentence she has expressed her own feelings rather than blaming and criticizing Joey's behavior, Joey appears to be unaffected by this approach. She has also said, "I'm glad to see you're smiling face, Joey". But this statement of appreciation has done nothing to slow down Joey's movement. She's even employed silence for the purpose of ignoring inappropriate behavior. Finally she's tried refocussing his attention by saying, "Now get your math folder and we'll look over your work."

The child is eleven year old Joseph Silva. His thin body is clothed in raggedy clothes and the other children tease him about his clothing. He has long, dirty fingernails and dirt smudged on his face which is surrounded by tangled, messy curls. He has slightly buck teeth and sores above his lips because he has a habit of licking his face when he's not talking, which isn't that often. He seems to chatter non-stop. In spite of it all, the teacher thinks he's a cute kid. He has a huge smile and an affectionate nature. Although he can be quite destructive of property, the destruction happens because he's too boisterous, not because he's malicious.

At school Joey was always fidgeting and squirming. He often called out, "Help, teacher, help!". When he was not talking or licking his face, he was singing. His favorite song went, "If I knew you were coming, I da baked a cake." The other songs he sang sounded like they belonged in 1930's musicals. Sometimes he made up original songs about long division or fractions. The reactions to Joey's songs were varied: Big James enjoyed the songs because he thought Joey was witty and had a good voice. James sometimes sang along with Joey, but more often he would start off a song, "If I knew you were coming . . . " and then Joey would finish the song. Lance disliked Joey's singing. Although Lance wasn't in the same math class as Joey, he often came to the door during class and opened it and said something like, "Shut up Joey, you little loud-mouthed, tone deaf chump. I'll break your loud-mouthed face in two." Joey's typical response to this threat was to look away and become even more frantic in his movements.

Joey's school was described as an "ungraded, structured, comprehensive educational program which includes therapy. casework with the family, and social-recreational activity. Instruction is designed to fit each child's emotional, social and cognitive needs. The small class size of no more than five students in a group makes it possible for the teachers, who are trained as counselors as well as educators, to form close working relationships with the students".

Joey was referred from his last school because of "hyperactivity, destructiveness, aggressive behavior, and poor peer relationships." In September Joey's school behavior met many of the diagnostic criteria outlined in DSM III for the attention deficit disorders with hyperactivity. Joey was easily distracted, shifted from one activity to another, had difficulty concentrating on school work, often failed to finish his school work, needed a lot of supervision, frequently called out in class, fidgeted excessively, and had difficulty staying seated. In August Joey had stopped taking medication (Ritalin) to control his hyperactivity. His mother decided to discontinue the medication because she felt it made Joey too drowsy. Joey never took Ritalin again.

Joey lived with his parents, two brothers, and two sisters. During the school year both of his parents were unemployed. Joey's parents participated in marital therapy. Also, they began to be counseled by a social worker from a child abuse agency because it was discovered that the Silvas have been neglecting their children. The social worker felt that working with the parents was preferable to removing the children from the home.

At school Joey reported that his parents locked him in his room and did not feed him dinner or breakfast when he misbehaved. The kitchen cabinets and the refrigerator had padlocks so that Joey would not "steal" food. The school often provided Joey with both breakfast and lunch. The school staff agreed with the idea of the humanistic psychologist Abraham Maslow that there is a hierarchy of needs; the most basic needs must be met before the higher order needs can be satisfied. A child who is hungry all day cannot be expected to concentrate on his school work, consequently, the school often provided Joey with both breakfast and lunch.

At least once a week Joey and his math teacher ate lunch together. Joey appreciated his teacher's cooking. At home the math teacher was expanding her cooking repetoire and she brought left-overs from her culinary experiments to school. The other students were repulsed by the thought of cranberries in bread and spinach pie, but Joey thought it was all quite delicious. Joey was so hungry that he ate the gourment left-overs as well as the lunch the school provided.

The relationship between Joey and his math teacher, was built around mutual appreciation and respect. She appreciated Joey's facility at creating songs about arithmetic and she used the words from his songs as classroom displays. She recognized that Joey had good abilities in math and she structured his math assignments so that he could continually succeed at math, yet be challenged. She encouraged Joey to take increasing responsibility for setting his own academic and behavioral goals. Joey looked in the file cabinet and chose which math puzzles he wanted to solve. He also began to set his own goals for how long he thought he could concentrate in math. His teacher and Joey kept track of the time he worked each day by plotting the number of minutes on a graph.

Joey and his math teacher sometimes played chess, a game which they were both learning. Unlike some of the students like Big James, who had memorized the rules for the movement of each chess piece and used a trial-and-error approach to playing a very rapid chess game, Joey grasped the idea of strategy. Fidgety, squirming, Joey thought long and hard before he made each move. For his age, Joey was physically immature but cognitively advanced.

Joey's January report showed the kind of progress he made in mathematics class: "Joey has been studying multiplication, division, fractions, math properties, and math puzzles. Joey displays a good understanding of abstract concepts and has an excellent memory. He has improved significantly in attention span, frustration tolerance, and self control. He no longer leaves the classroom; he rarely leaves his seat; and he can work for approximately thirty minutes if his teacher is sitting nearby. Joey and his teacher are very proud of these accomplishments."

"Joey is still talkative in class, and he still becomes distracted easily. He is disorganized; he frequently loses papers and pencils. Joey is attempting work that is more difficult. When he concentrates, he learns new material easily."

Don't get the impression that everything was "hunky dory" and that Joey had become a model student. Regular success at school work was a new experience for Joey and sometimes it made him feel uncomfortable. It seemed that success was gratifying, but Joey did want to improve too much, too fast. For example, one day he got complimented in a school meeting for doing well in math class, the next day he acted distracted and frenetic in class. It was two steps forward and one step back.

Joey seemed to take several steps back after he was told about the January report on his math work. He was visibly pleased when he read the report, but within one week he perpetrated the kind of raucous, group misbehavior that teachers have nightmares about.

On this day they were studying Roman numerals. Someone in the class asked, "Who were the Romans?" The math teacher launched into a short history lesson which included something about Julius Caesar and Latin. As an example of Latin she wrote on the board, "Veni, Vidi, Vici." (which means I came, I saw, I conquered). Joey liked the sound and the rhythm of "Veni, Vidi, Vici," and he began to chant it with an accent and toss of his head on the "ci" in Vici. His teacher implored him to stop chanting; he ignored her request. Joey stood up and began to dance. Soon five students were following in a Conga Line, which was three steps forward, "Veni, Vidi, Vici," and then a kick and toss of the head.

His teacher was frustrated by the chaotic behavior. She said, "It's obvious that no one here wants to learn today, so I'm not going to teach today. I feel hurt because I feel that you took advantage of me. I tried to make the math class more interesting by following up on one of your questions. Now I'm not sure what to do." In an act of teacher desparation (not a classroom discipline strategy) she left the classroom and stood outside the door in the hall. The show could not go on without the audience so within a few moments things had quieted down. Joey opened the door and asked her to come back and teach. She did, but she never discussed Roman numerals again.

From January to June Joey made more progress in his school behavior and learning. Perhaps the most dramatic change was in Joey's relationships with his peers. Joey became good friends with Big James who was often Joey's protector and defender. When Lance came by the math class and poked his head in to say, "Look at you Joey, you ugly, disgusting, dirty, little chump.", Big James would reply, "Don't you be talkin' to my friend that way." As the year went on, Joey, whose earlier responses had been agitated and silent, began to talk back to Lance saying, "Get out of here Lance." Joey, who was beginning to solve some of his own problems, no longer called out, "Help teacher, help!"

One day Lance walked into the math class and said "the wrong thing" to Big James; he made a disparaging remark about Big James' mother. James flew into a rage, grabbed a chair and said, "I'll kill you, Lance." Joey stood in front of him and said, "Don't do it Big James. Be cool. The principal said he'd throw you out of school if you got into one more fight."

Things calmed down. The math teacher said, "Why don't you get back to work," but Joey replied, "I need to be excused from work because I need to talk with Big James, privately, in the hall." She agreed to let them talk in the hall. When Joey returned to the classroom, he looked confident. He must have been proud that he helped Big James.

Joey made considerable gains in self-concept, social relationships, and academic knowledge that school year. What follows are some excerpts from the end of the year report which his teacher wrote for the school.

"Joey's behavior has improved this year. He has shown a marked increase in attention and concentration during classes. Although he can be impulsive and distracted by other students, these tendencies to do not interfere with his learning anymore. The hyperactive behavior described in Joey's previous school's referral form, has diminished considerably. In the beginning of the year Joey was able to concentrate on school work for approximately five minutes during a class; now he can work for the entire forty-five minute period. He no longer leaves the classroom and he follows the school rules. The aggressive behavior mentioned in the school referral has not been exhibited at our school."

"Although Joey still clings to adults and demands attention, his relationships with adults have improved. He is able to function independently more often. He can work in the classroom when his teachers are not sitting next to him. He does not always depend on adults to intervene when other students bother him. He attempts to resolve conflicts himself, and he can be outspoken and articulate when he needs to defend himself. When there are behavioral problems at school, he remains level headed and tries to help the situation."

"Joey seeks responsibility; he often wants to help his teachers with chores such as cleaning the classroom. However, he becomes distracted by other activities and he rarely finishes these projects."

"Joey's relationships with his peers have also improved. He is still teased and picked on, but he handles himself more maturely. Joey has made friends at school."

"Joey is teased because of his poor eating habits and his lack of hygiene. He is constantly hungry and lacks table manners. Joey rarely bathes and brushes his teeth. The school is trying to help him in these areas; Joey sometimes brushes his teeth and washes his face at school."

"Joey has made academic progress this year. He is curious and enjoys learning. He retains information and his mathematics, reading and handwriting have improved".

QUESTIONS FOR DISCUSSION

Carl Rogers has said,". . . the initiation of learning rests not upon the teaching skills of the leader, not upon scholarly knowledge of the field, not upon curricular planning, not upon the use of audio visual aids, not upon the programmed learning used, not upon lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner . . . " (Rogers 1983 p.)

1. How did Joey's math teacher follow Roger's philosophy of teaching? .
2. Describing the attitudinal qualities which must be present in the relationship between the facilitator and the learner, Rogers said "Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or a facade, she is much more likely to be effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them and able to communicate them if appropriate. . . the teacher can be a real person in her relationship with her students. She can be enthusiastic, can be bored, can be interested in

students, can be angry, can be sensitive and sympathetic." (Rogers, 1983, p. 121-122) How was the math teacher aware of her feelings and how did she communicate them?

3. Another educational implication of Roger's approach is that the child's interests should be incorporated into the school curriculum. Roger's believes that teachers should but almost never ask children about their interests. What were Joey's interests and how were they incorporated into his school experience?

4. Joey's teacher also communicated acceptance and understanding. She did not negatively judge Joey's "hyperactivity". She did not interpret his fidgety, squirming, destructive behavior as a personal insult to her adult authority. She did not try to punish his overactive, inattentive behavior. How might helping professionals using a differenct theoretical frame works understand and treat Joey's hyperactivity?

5. Most professionals prefer to use medication and/or behavior modification rather than relationship therapy to treat hyperactivity (Kerasotes and Walker, 1983) whereas pharmacological and behavioral treatments of hyperactivity may possibly improve manageability and academic achievement, these treatments only deal with aspects of a person, not the whole person. An awareness of the whole person is characteristic of person-centered, humanistically-oriented schools. Describing the program

of a school similar in philosophy to Joey's school, Jacks and Keller (1978, p.60) state that " . . . education should seek to integrate the whole person - emotions, intellect, and body." How did Joey's school deal with him as a "whole person?"

6. What were Joey's strengths?

MERCEDES

> At the age of thirteen Mercedes is experiencing academic frustration, puberty, and her parents' divorce. When she unexpectedly gets her menstrual period on a winter camping trip, she refuses to leave an outhouse which is in the middle of the woods. Though the setting is an outhouse in the woods not an office in a school, a person-centered counseling interview takes place. The case is presented from the point of view of Mercedes' school counselor.

"I'm bleeding. I've got my period. What am I gonna do?" tears were streaming down Mercedes face.

"Is this the first time?"

"What do you think I am? A baby? I've been getting my period since I was twelve."

"Well, never fear your counselor was once a girl scout and I am in fact 'Always Prepared'. I happen to have in my knapsack extra tampons and extra napkins and you are welcome to use either or both."

"A tampon can get lost in there and then you have to go into the hospital and have an operation to get it out."

"A tampon cannot get lost. The opening in the cervix is much too small for a tampon to go through to the uterus. A tampon will stay in your vagina and you can remove it anytime you want by pulling on the string.

Remember last month at school when we talked about the vagina, the cervix, and the uterus?"

"Don't be disgusting. Give me a napkin."

"Your welcome."

"Thank you."

"I'll wait by that tree."

After waiting for five minutes the counselor decided to go back to the outhouse to check on Mercedes. She knocked and inquired, "Is everything all right Mercedes?"

"I'm not coming out," she replied.

"Do you need another napkin?"

"It's not that. I'm not gonna hike anymore. I don't like hiking and I don't like hiking in the snow. I'm not coming out of here."

"Mercedes, we're all ready to go and we want you to join us."

"We're all ready to go," she mimicked the counselor's voice. She resumed using her own voice, "I am not coming out."

"Mercedes, are you telling me that you want to stay in the outhouse."

"Yes."

Then Mary walked up to the outhouse. Mary was fourteen, a year older than Mercedes. She was the girl most popular with the boys. Mary was the "top chick" but she also had some "mother hen" in her and she had taken Mercedes under her wing.

"Mercedes, please come out and we'll talk."

The counselor thought to herself, "Ah ha, peers are always so much more persuasive and influential."

"Okay, I'll come outside and talk, but I'm not hiking anymore."

"You have to admit it, we were really havin' a bitchin' time." said Mary.

"But Bobby threw a snow ball at me and Tommy tickled me."

"Go on. You love it. You love it."

"Give me a cigarette, Mary."

"Here's a cigarette. Now let's get going."

"I said I'm not hiking anymore."

"Mercedes, you cannot stay here." said the counselor.

"It's too cold out here. I'm going back into the outhouse."

The counselor shook her head. Mercedes couldn't seem to understand very basic things about cause and effect. She didn't reason logically. The outhouse was not a place where she could stay. It was unheated and the temperature seemed to be dropping. No one could rescue Mercedes by car. One could only reach the outhouse via the hiking trail. This conversation reminded the counselor of an equally frustrating conversation she had had with Mercedes two days ago. On the day before the camping trip Mercedes kept coming to the counselor's office to use the telephone. She needed to talk to her mother. She called her mother several times at work, but her mother was not there. Later Mercedes mother happened to call the school. The counselor explained that Mercedes had telephoned her many times at work.

"Well, she should have known to call me at home. I'm on my way to work now, she can call me there in a few minutes."

A little later Mercedes came into the office. The counselor told her that her mother had called and that she had been at home, but by now she would be at work.

Mercedes dialed, waited, and then slammed down the phone. "She's not there."

"Try again Mercedes."

"There's no answer. She's not home."

"Mercedes, why did you call her at home? I told you she was at work."

"I called there before."

"Yes, you did and at that time your mother was at home."

"Oh." she said.

Now the wind was blowing and the temperature couldn't have been more than twenty-five degrees.

The counselor let out a big sigh.

Then Mary sighed, "I give up. She's just too stubborn. I'm going ahead with the group. The assistant principal says you two should go back to the cabin and not try to catch up with us."

"All right." At this moment the counselor privately resented the assistant principal. It was his idea that they should take this group of young teenagers, all academic underachievers, on a winter camping trip. It would be therapeutic, he had contended. In an effort to obtain additional funding for the trip the counselor had researched the possible therapeutic benefits of outdoor experiences for adolescents. She had come across several articles which suggested that camping trips and outdoor education could build group cohesiveness, help children to have a more internal locus of control (feel more in control of and responsible for the events of their lives), and even improve their school performance.

"Mercedes, if we stay here, we'll get even colder. What we should do is walk back to the cabin where we can change into some drier clothers, build ourselves a roaring fire, and drink hot chocolate."

"It's okay if you want to come inside the outhouse, it's a little warmer in here."

"Mercedes, I don't want to stand in the outhouse. I want to walk back to the cabin." At this moment the counselor felt a twinge of regret that she had chosen to join one of the "helping professions". She found herself inches away from a decrepit outhouse. She was talking to a grey, weather-beaten, wooden door; she was hoping that the bratty, thirteen year old on the other side of the door might somehow hear her words and know that she was desperately trying to understand her feelings.

The counselor pleaded with Mercedes, "I know you're upset, you're so upset you were crying before and now you're so upset you don't want to walk back to the cabin. Maybe you're angry. Maybe you're sad. The truth is that I'm upset too. But I can't stand out here shivering in the cold, blowing snow and you can't stay in an unheated, smelly outhouse. We have to go back to the cabin."

"I'm not moving. You can't make me." She blubbered. "I'm not moving."

The counselor remembered a conversation she had had with Mercedes's mother. According to her mother "I'm not moving" had been the words Mercedes had shouted from her old bedroom on the morning they were moving from a house to an apartment.

Mercedes hadn't wanted her parents to get divorced and she hadn't wanted to move. She stubbornly refused to leave her bedroom even though it was empty because all of her possessions had been packed and loaded into the moving van. Out of desperation Mercedes' mother called her ex-husband who agreed to come over and talk to Mercedes. As it turned out, he had had to carry Mercedes to the car.

The counselor wondered about the incident on moving day. Through her temper tantrum Mercedes had reunited her family, for a brief moment. She hadn't brought her father back under very happy circumstances, but she had succeeded in bringing her parents together for a moment.

Was this current temper tantrum connected with Mercedes' parents divorce? Perhaps. It was most likely that it had multiple meanings. The counselor had to respond to Mercedes. She decided to remind Mercedes that she had "control" for her own life.

"Mercedes, it sounds to me like you don't want to move and you don't want me or Mary or anybody else to tell you to move. I can try to talk you into moving, but I'm not going to make you move. Believe me there aren't any people on their way up here who are planning to force you to move. The park rangers aren't coming. The police aren't coming. You're parents aren't coming. All of your teenage friends are miles away. You decide, Mercedes."

"I'm too cold."

Mercedes had dressed fashionably; she hadn't dressed sensibly. The counselor had offered to lend her warmer clothes earlier in the day, but Mercedes had refused to borrow them because they didn't match her outfit.

"Okay, Mercedes, I'll let you wear my leg warmers and my extra pair of mittens."

"Thank you."

Mercedes quickly put on the leg warmers and mittens and she and the counselor walked alone in silence.

A few minutes later Mercedes interrupted the silence with, "You want a cigarette?"

"Why did you borrow a cigarette from Mary?"

"Do you or don't you want a cigarette?"

"Mercedes, I haven't smoked in years. But this reminds me of a peace offering -like the Indians smoking a peace pipe."

After a while Mercedes said, "I like ice skating in the winter but I don't like hiking in the winter."

The counselor answered, "When we went on that trip to the skating rink we found out that you are a good ice skater. You did figure eights and turns and you looked so graceful on the ice. Everyone was impressed."

"Even the boys?"

"Even the boys."

QUESTIONS FOR DISCUSSION

Most counseling interviews take place in an office at a designated time, but a life-space interview can take place on both sides of an outhouse door in the midst of a wintertime hike in the woods. The life-space interview is held by an adult who the young person perceives to be part of his or her "natural habitat" or "life-space"; it is conducted by the people Redl (1966) calls the protectors, teachers and interpretators in children's lives. The impetus for the interview comes from a specific event (such as a refusal to leave an outhouse); the adult works with the youngster's behavior "in situ". The life-space interview is a technique sometimes used in the psychoanalytic and ecological approaches as well as the person-centered approach. There are other aspects of the psychotherapeutic interview between Mercedes and her counselor that are specific to the person-centered approach.

In his book On Becoming a Person Carl Rogers (1961) describes five conditions which facilitate significant learning for the client from psychotherapy. By learning he does not mean an accumulation of facts but pervasive learning which makes a difference in the client's attitudes, behavior, and the choices she makes for the future. This learning allows the client to become more accepting of herself and her feelings and more open to others. She becomes more self-confident, self-directed, realistic, flexible, and mature.

Roger's five conditions are: 1) that a person is facing a problem and has an uncertain and ambivalent desire to learn or to change, 2) the therapist is able to be, in her relationship with the client, a congruent person, real and genuine, not a facade or pretense, 3) the therapist experiences unconditional positive regard for the client, a warm caring which is not possessive, 4) the therapist experiences empathic understanding of the client's internal frame of reference and 5) the communication to the client of the therapist's unconditional positive regard and empathic understanding is achieved to some degree.

1. How were the five conditions present during the interview between Mercedes and her counselor.

2. Mercedes was facing several problems and she had an ambivalent desire to learn and change. That Mercedes wanted to stay in the outhouse instead of going on the hike is evidence of her anxiety and uncertainty of her new emerging adult self. Self-consciousness and worry is not uncommon in girls of her age.

Mercedes was a young person whose body was changing and whose sexual interest was emerging. Seeing this strenuous winter hiking trip as a forum within which to practice her sexual skill with boys, she dressed fashionably instead of appropriately for the trip, the cold, the physical exertion, etc. This frustration was compounded by the fact that she had her period which, despite her protestations, she found to be uncomfortable and somewhat frightening. It may be that she did not understand the simple facts of feminine hygiene or it may be that she was exaggerating her immediate concerns about her menstrual period and hiking in order to justify her stubborn behavior. What other frustrations were felt by Mercedes?

3. Springer and Wallerstein (1983) looked at the effects of divorce on young adolescents. They reported that early adolescents they studied experienced complex and multilayered losses and that they grieved not only for the loss of their intact family but also for what their family might have been. The researchers reported that a central coping mechanism for many adolescents was a capacity to maintain distance from the turmoil associated with the divorce. Some youngsters failed to maintain distance from the conflict and those youngsters were at high risk. What evidence is there that Mercedes would be considered a "high risk"?

4. At first Mercedes had an immature reaction to the many stresses and frustrations in her life. One example is that she refused to leave the outhouse. When her counselor tried to appeal to Mercedes' responsibility to the other members of the hiking group and her responsibility to follow through on her commitments to participating in the hiking trip, Mercedes

reacted with anger and ridicule. When she ridiculed the appeal she insisted on her prerogative to be selfish and resist the demands of maturity. Her refusal to leave the outhouse may have been a symbolic attempt to manipulate the world through regressive, childish behavior and bring it, at least briefly. under her control.

The counselor's response to Mercedes was to be accepting, caring and honest. The counselor tried to understand Mercedes' feelings. She tried to have an empathic understanding of Mercedes' private world, but without losing the "as if" quality. How might a counselor with a different theoretical frame work respond to Mercedes?

5. According to Rogers (1961, p.285) " . . . it is not necessary for the therapist to 'motivate' the client or to supply the energy which brings about the change. Nor, in some sense, is the motiviation supplied by the client, at least in any conscious way. Let us say rather that the motivation for learning and change springs from the self-actualizing tendency of life itself, the tendency for the organism to flow into all the differentiated channels of potential development, insofar as these are experienced as enhancing."

How was Mercedes in the process of becoming; how was she beginning to discover her emerging adult self?

CHAPTER FIVE

Behavioral Approach

CARRIE

Carrie is an attractive fourteen year old who's given lots of attention by boys and young men. By comparison, school is boring. Behavioral observations reveal that Carrie is filing her nails and sleeping rather than doing her classwork. Carrie can hardly read and write, but she has a great need to express herself. Drill work in reading and language arts has only frustrated her, but she discovers a new avenue for expression by using a tape recorder and having her words transcribed. Properly motivated and finally able to succeed, Carrie's classroom behavior improves dramatically. However, her overall behavior remains a problem. This case begins with dialogue from a school meeting and ends with notes written by the assistant director of her school.

Carrie O'Connell is a fourteen year old girl who was referred to Park School because of her behavioral and emotional problems.

At Park School there are five levels. Each level has specified privileges and restrictions which are linked to a student's behavior. "Levels" Meeings are held once every two weeks during which time each student describes his/her own recent behavior and requests to be placed on a specific level. Then other students and staff make observations about the student's behavior. Finally, everyone votes by secret ballot on which level is appropriate for the student. This is the dialogue from the March 31 Levels Meetings.

"Carrie's asleep."

"Let's give Sleeping Beauty a kiss."

"Let's pour water on her head."

"I'm awake. Don't touch me. My eyes are closed because I'm bored. These Levels Meetings are so boring."

It's your turn Carrie. What level are you going for?"

"I'm going for Level Four."

"Did you and your counselor write a contract?"

"No."

"Then you can't go for Level Four. To reach Level Four you must write down your problems and solutions to your problems in a written contract and then work actively on your problems."

"OK I'm going for Level Three. What do I get to do at Level Three?"

"At Level Three you must be cooperative with others, be a positive group member, accept discipline and authority, develop some self-discipline, and be honest with yourself and others. You must attend group therapy and meet with you counselor. Your privileges include going out to lunch once a week, using the kitchen, smoking in the smoking area, and participating in all school trips. Will the secretary please read the notes from the last Levels Meeting?"

"On March 1st Carrie was dropped automatically to Level One because during January and February she ran away and hitchhiked to California where she stayed for almost six weeks before she was picked up by the police. During her first week back at school Carrie was quiet and withdrawn. She did not talk about her reasons for running away and she did not share her feelings.

During the Levels Meeting Bob said that he was angry with Carrie because she wouldn't express her feelings and she was lying again. Bob said everyone knew there was no way that Carrie stayed with Kiss. She may have wished she stayed with a rock group, but she shouldn't try to lie to people. It says in my notes that Carrie didn't reply to Bob's comments. On March 15 Carrie said that her goals were having good attendance, improving in math, improving relationships with peers, and greater participation in activities. The staff and students voted that Carrie be moved up to Level Two. She has remained on Level Two for two weeks during which time she was supposed to follow school rules and regulations, attend classes, activities, and group therapy, and show a willingness to be responsible and plan for treatment."

"Carrie would you like to say anything?"

"I wasn't pregnant. I went to California because I wanted to. I don't want to hear any more lies."

"Would anyone like to give Carrie some feedback about how she's doing working on her goals?"

"Carrie acts like a snob and she tells a lot of lies. Her lies cause fights between the boys."

Carrie's response to this confrontation was to roll her eyes, sink into her bean bag chair and mumble something under her breath.

"Would you like to say something Carrie?"

"No."

"Would anyone else like to give Carrie some feedback?"

"Carrie is doing very well in math class. She concentrates on her work and occasionally helps others with their math. Sometimes Carrie gets so involved with her math assignments that she will work on math during lunchtime and even ask for extra homework. I'm proud of her."

"I think Carrie's much more involved in school since she got back from California. Her attendance is good and she's been friendlier to all the students. Carrie has participated in all school activities except basketball and volleyball."

"Carrie organized the exercise/body conditioning class."

"Just so she could show off her bod which she thinks is so sexy because she's so conceited."

Carrie closed her eyes.

"Really, Carrie you're very pretty; you'd look a lot nicer if you didn't wear such tight, low cut clothes, and if you didn't change your hair color every other week."

"Open your eyes Carrie; someone's trying to give you a compliment and a suggestion."

"Shutup."

"What are your goals, Carrie?"

"Same as last time."

"Anything else?"

"I'd just like to say that I think that Carrie's doing better. She's been really nice to me in math class. Sometimes I feel down and Carrie tries to make me feel better."

"Anything else?"

"All right we'll vote now . . . . . Carrie, the students and staff have voted that as of March 31 you are on Level Three."

Level Three was the highest level achieved by Carrie while she was an eighth grader at Park School. When Carrie first enrolled in Park School in October she was placed on Level Two where all new students begin. A Level Two student was described by the school as someone who may comply with school rules and daily schedules, but needed constant reminding; A Level Two student may admit he/she has a few problems but he/she doesn't work to resolve them. At Level Two a student's privileges included smoking breaks, participating in educational trips, and going to structured activities accompanied by staff. Restrictions included no visitors, no kitchen privileges and no going off grounds.

In December, Carrie was dropped to Level One because of a stealing incident. (A student is automatically placed on Level One if she is involved in stealing, drug abuse, running away, or fighting.) When the staff arrived one morning, it was discovered that the school had been broken into. The supply closet was open and boxes of markers, pencils, rulers, erasers, scissors, and staplers were missing. Some of the missing supplies were placed on the desks of two of the staff members. The erasers and staplers were labeled with the staff member's names. The teachers recognized Carrie's printing on the erasers. When she was confronted later, Carrie denied that she had entered the school and taken school property. At Level One Carrie's only privilege was participating in structured activities accompanied by staff. A condition for moving up was that she reimburse the school for the cost of the materials. In two weeks Carrie moved up to Level Two, then was dropped to Level One, was raised to Level Two, then up to Level Three, lowered to Level Two and stayed at Level Two for the rest of the school year. Carrie began and ended the year at the Level Two. Perhaps the Levels System didn't provide adequate rewards to motivate her to significantly improve her overall school behavior. However, Carrie's behavior within the classroom did improve dramatically.

What follows are excerpts from the end of the year notes written by the assistant director at Carrie's school. Two sections are included: Reading and Interpersonal Relationships.

READING

Reading Skills and Language Arts: Program

During the fall semester Carrie refused to read or write. It was difficult to determine the level of her skills because she has never read more than a few words aloud. Typically, when she was given a worksheet, she would fill in only a few responses, which were usually incorrect.

Two timed observations of Carrie's "off task" and "on task" classroom behavior were made in November. During both ten minute observations Carrie was off task 100% of the time. Off task behaviors included filing her nails, sharpening her pencil and sleeping.

In early January Carrie's reading and language arts teacher came up with a new approach for teaching her. Because of Carrie's age, perceptual difficulties, poor word attack skills, lack of enthusiasm and low level of confidence in learning reading skills, a language experience approach to reading was tried. Using a tape recorder, Carrie began dictating a "book" about her life experience. Carrie's words were typed up and then she, with the help of her reading teacher, tried to read her "book". Gradually, the reading teacher introduced more and more reading skills so that a typed version of Carrie's "book" formed the basis for developing sight vocabulary, learning to read words from context clues, and learning to spell new words. Carrie responded positively to the language experience approach.

She was so enthusiastic that she read her book to several students and staff members. In addition to the acquisition of essential skills in reading and written expression, there may have been some therapeutic value in Carrie's writing about her life experiences. Carrie's "book" begins with detailed descriptions of each of the members of the rock group Kiss. (They are a rock group who always wear painted faces and play loud, "hard" rock.) Next there is a description of Carrie's two cats which is followed by a discussion of Cherokee Indians. (Carrie has talked with other students or staff about her ethnic origin. She is very proud of her Irish and Cherokee Indian heritage. She has not seen her parents since she was a very young child, but her foster mother has told her about her background.)

From mid January until early March Carrie had run away. When Carrie returned to school one of the first things she did was to begin dictating a day by day account of what happened to her when she ran away to California. Carrie did not directly tell school staff about what took place when she ran away, but with the tape recorder, Carrie communicated.

Carrie explained that she was not pregnant and that she ran away because she always wanted to see California. She described the people she met and places she went. The story included Carrie's fantasies. She described in detail the two weeks she spent with Kiss who supposedly picked her up when she was hitchhiking.

In April Carrie was given the California Achievement Test (CAT); the scores Carrie received on this test are probably minimal estimates of her abilities in reading because she put forth very little effort during the testing situation. Had Carrie concentrated and worked hard on the tests she probably would have received better scores although her reading teacher believes that Carrie's current reading knowledge is not higher than a third grade level. On the CAT the grade equivalent on vocabulary was 2.6; comprehension was 1.6. Carrie recognizes words and decodes at a higher level than she comprehends. According to her reading and language arts teacher, Carrie's reading difficulties are strongly related to confusion in auditory and visual perception and integration. She has trouble discriminating among sounds of letters and words, matching letters with appropriate sounds, repeating letters, or words without reversing them, writing words without jumbling letter order and writing or saying the correct spelling of words.

INTERPERSONAL RELATIONSHIPS

Family Relationships: For most of the school year Carrie has lived with her foster mother, Mrs. Knox, who is a widow. Over the years, other foster children have lived with them for short periods of time; Carrie has lived with Mrs. Knox continuously since she was two years old. Very little is known about Carrie's biological parents. Mrs. Knox has tried to adopt Carrie, but there have been numerous legal complications. Mrs. Knox says that she and Carrie had a positive, close relationship until about two years ago when Carrie stopped obeying her.

According to Mrs. Knox, Carrie always had difficulty with schoolwork, but she was a quiet, sweet, generally well-behaved child. Sometimes Carrie still acts like the same sweet-natured, cheerful girl. Unexpectedly, Carrie will make a loving gesture such as getting her a present or cleaning up the house without being asked. Carrie is kind to the younger children in the neighborhood. They like her and often come by to talk with her. Carrie loves animals; she takes care of her own two cats and feeds stray cats as well.

Mrs. Knox says she's distressed that Carrie won't obey her anymore. Carrie stays up late and then won't get up for school the next morning. She was "grounded" because she was spending time with young men who were five and ten years older than she. After she was grounded, Carrie was caught trying to sneak out of the house.

Mrs. Knox says she has tried to be firm with Carrie, but Carrie won't listen to her anymore. When she tells Carrie she can't go out, Carrie just walks out the door.

Mrs. Knox has joined the school's parents group. Unfortunately, she hasn't been able to attend many of the meetings.

Relationships with Peers: Carrie has a boyfriend at school. They appear to enjoy each other, but they may not be good influences on each other as they both have delinquent tendencies. Carrie is friendly with some of the other students, but she doesn't appear to have other close friends.

Carrie manipulates her classmates and sets them up for conflict and then disavows any responsibility for the problem. For instance, she has told one student that another student said something bad about him. A few times, she has told her boyfriend to fight someone claiming that the person insulted her or lied about her.

When Carrie gets "feedback" on her behavior from other students, her typical reaction is to look away and ignore them or whisper something under her breath.

Since she returned from California Carrie has tried occasionally to have better relationships with her peers. She teases other students in a gentle, good-humored way that lets them know that she's noticing them and that she likes them. She frequently and sincerely compliments other students. She says nurturing and encouraging things if a student is having difficulty with schoolwork. In the classroom she has a positive influence and she helps others to do work.

Relationships with School Staff: At times Carrie is very responsive and friendly. At other times she seems cool and detached. She shows disdain for group or individual counseling. Carrie usually accepts discipline and authority and follows school rules although she occasionally needs reminding about them. When she is confronted about something, such as her frequent school absences, she does not say anything at the time. Later, she may tell a staff member that she wants very much to do better and that she won't miss anymore school. Beginning in January Carrie started to form a positive relationship with her reading teacher. According to her reading teacher Carrie has been very distant at times. It seems that she reaches out and then she pulls back.

Summary of School Behavior: Carrie has had numerous behavioral problems this year. Her attendance has been poor, she has lied to students and staff, she has provoked fights between other students, she stole school supplies and she ran away for several weeks. She has had difficulty forming close relationships, distinguishing between reality and fantasy, and staying awake or involved during school activities. Although Carrie's behavior outside the classroom has been problematic, Carrie has made substantial progress in her classroom behavior. She works alone or in small groups, and she can concentrate for approximately 20 minutes in art, science, and social studies and for the entire class period in reading, language arts, and math. Although she has made gains in reading and mathematics, she has major deficiencies in these basic skills.

QUESTIONS FOR DISCUSSION

From a behavioral perspective maladaptive behavior is assumed to be learned and maintained by contingencies in the environment. During the fall semester at Park School Carrie's classroom behavior was maladaptive. Carrie's behavior, observed in reading class, included activities such as filing her nails, sharpening her pencil, and sleeping instead of doing reading work.

1. Why would Carrie behave this way?

2. During her eighth grade year at Park School how did Carrie's classroom behavior improve?

3. During the year Carrie's classroom behavior improved but her general behavior did not; she began and ended the year at Level Two. In the springtime Carrie was still displaying maladaptive behaviors including ignoring feedback from other students, disobeying her foster mother, being absent from school, provoking fights between students, closing her eyes during meetings, and not concentrating on her reading test. How could have the rewards associated with the behaviorally oriented Levels System become sufficiently motivating for Carrie to wish to change her overall behavior?

4. What different interpretations of Carrie's stealing incident would

emerge from behavioral, psychoanalytic, person-centered, and systems/ecological perspectives?

5. In an article titled "Basic Concepts of Behavior Therapy: An Experiment Involving Disturbed Adolescent Girls" Jodrell and Sanson-Fisher (1975) describe a successful program which increased "compliance" and "social greeting" in the participating disturbed and delinquent girls who were wards of the state. The researchers used the behavioral techniques of modeling, verbal prompting, immediate reinforcement (points) and back-up reinforcement (clothing, privileges, food, etc.). The girls were taught to respond to commands with eye-to-eye contact and both verbal and actual compliance and to say, "Hello Miss ______. How are you?" This behavioral program increased compliance to an average of 80% and social greeting to an average of 70%.

What might be wrong with the values underlying Jodrell and Sanson-Fisher's behavioral program?

6. Questions about values come up when we think about the best progam for a teenager like Carrie. Should girls with "delinquent tendencies" be encouraged to be assertive or passive? Why?

CHAPTER SIX

Systems/Ecological Approach

CARLA

> Ten year old Carla refuses to do work at school, but at home she often works with her parents for several hours on math reading, and language assignments. Carla's parents' marriage is in trouble, but their worries have been diverted form their own troubles onto Carla's school problems. Carla may be the "Identified Patient" who, by her own problems, holds the family together.

What follows is a description of a "Post Evaluation Conference" about ten year old Carla White. Such a conference is usually the last in a series which are set up to discuss whether or not a child has a special education need. This evaluation process began in September when Carla White was a new fourth grade student at the Apple Dale School. In the first month of school Carla did not finish several of her class assignments. Consequently her teacher made Carla stay in the classroom during recess and chorus. Carla earned only a few "points" for good work and therefore she was not permitted to go on a school trip. In October, Carla's teacher contacted the school guidance counselor and requested that she give Carla some psychological tests and talk to her about her negative attitude toward school. The counselor found Carla to be a pleasant child with normal intelligence and no apparent problems. Carla complained to her that there was more work to do in this new school, but she offered that she would try harder. By November Carla had developed a pattern of beginning to work on assignments but rarely finishing them. Carla did not defy punishments, but she also did not improve her work habits. Carla's teacher sent home several notes to Carla's mother requesting that Carla finish her schoolwork at home. Carla did not bring any homework to school, so the teacher contacted the counselor again and asked her to "talk to" Carla's mother. The counselor met with Carla's mother who expressed that she was upset about several things including the family's recent move to Apple Dale, disagreements between her husband and herself, about how to discipline Carla, and about Carla's lack of friends at either school or in the neighborhood. The counselor recommended that the parents seek family counseling and that Carla get involved in some social activities for children, such as the Girl Scouts. But through December Carla's teacher observed that she almost never finished any work in school. Carla crumpled up her papers and piled them in and on her desk. She became an even more significant classroom problem because the other children taunted and teasted her for being "fat" and "dumb". Carla did not retaliate verbally instead she placed her hands on her ears and hummed loudly or sung.

Another meeting was set up between the counselor and Carla's mother. They agreed that Carla should receive an evaluation of her intelligence, perception, behavior, and academic achievement.

Carla was to be evaluated for a "behavior disorder". This special education label is not one of the diagnostic categories outlined in PL 94-142, the federal special education law which describes "seriously emotionally disturbed" children instead. In this state it is what the child does rather than inferences about how the child feels which form the basis for diagnosis. Behavior disorder, according to the state definition, refers to a student who exhibits certain behavioral characteristics to a marked degree and over an extended period of time. In Carla's case the relevant characteristics would be 1) difficulties in learning which could not be explained by intellectual, sensory, or health factors and 2) difficulties in building and maintaining satisfactory interpersonal relationships. The term "behavior disorder" does not accurately describe Carla's situation. As becomes evident during the evaluation, Carla's behavior is disturbing, disruptive, and ineffective for school learning, but it is not disordered, chaotic, or random. Her behavior is an orderly, pattern-like response to a particular home-school environment.

The evaluation has been completed and the Post Evaluation Conference is held and it is attended by the following people:

The school counselor, an intense and professionally dedicated and caring woman in her early 40's who had previously taught third grade. Recently she has been given the "Counselor of the Year Award" for her dedicated service and commitment to working with parents. As the counselor, she chairs the conference and facilitates discussion, directing the group to make a decision.

The teacher, an experienced and competent but very tired woman in her fifties. This year she has thirty-seven students in her fourth grade.

The educational tester, a smiling but timid woman in her early twenties, who is in her very first job.

The psychologist, a concerned and friendly woman in her early thirties is somewhat unsure of her professional role in this setting.

The mother, a talkative and likeable woman in her fifties who has recently gone back to work part-time as a saleswoman. She feels open and willing to share information about her family, but also quite desparate about Carla's circumstances.

Noteably absent from this meeting are two significant people.

Carla's father, an engineer who was unable to get released from work to attend the conference.

Carla White, a child, a plump, tall and fair-skinned ten-year old with an engaging smile and a pleasant manner. Carla, like her mother, is very talkative and had been eager to participate in the evaluation.

The setting is the windowless bookroom of the Apple Dale school. The participants are sitting in chairs of varying states of repair and varying heights (some chairs are for first graders) around a cluttered retangular table.

The conference begins with a statement by the counselor which describes the purpose of the Post Evaluation Conference, reviews the school's concerns about Carla, gives an outline about how the conference should proceed, and urges the participants to listen and ask questions.

The educational tester gives a brief report which explains that Carla has scored below grade level in mathematics, but at the fourth grade level on reading and spelling tests. She reports that when she observed Carla in the classroom, she appeared to be working about half of the time, but the rest of the time she appeared to be daydreaming or fiddling with things on her desk.

The psychologist's report is next; she begins by saying that before she give tests to children she interviews them find out what there interests are and how they see school. She trys to establish a rapport and make them feel comfortable with being asked questions. She says that Carla was very cooperative during the evaluation and that a good working rapport was established. Carla described her favorite activities which include playing with friends and animals, watching television, and jumping rope. Also, Carla talked about her older sisters ages 23, 25, and 30.

Then Mrs. White adds, "She likes to watch television but we don't let her until she finishes her homework."

"Mrs. White," says the psychologist "I was puzzled by some of Carla's remarks which seemed exaggerated and implausible. I wonder if Carla really felt nervous or if she was trying to impress me. For example, Carla described a parrot who answers any kind of question and carries on regular conversation with her. Mrs. White, I just met Carla for two hours, you know her, have you ever noticed her saying things like this?"

"Well, that would be her Aunt Betty's parrot." is Mrs. White's odd reply.

"It carries on conversations?"

"Carla just loves animals," responds Mrs. White.

"Yes I know, in fact when I asked Carla if she had had three wishes what would they be, she said to get Mom's dog back, her old dog back, and the puppies back."

"We had to give them away when we moved away from the country to the suburb. I don't think Carla liked our move."

"Yes that's what she told me." The psychologist then explains the tests she administered and reports on Carla's intelligence and perceptual testing results. Her IQ was 100 with strengths found in verbal comprehension and abstract verbal reasoning and weak areas being non-verbal abstract conceptualization and arithmetic reasoning. No perceptual problems were found.

The next person to talk is the classroom teacher who reviews the history of Carla's experience at Apple Dale School.

The psychologist asks her, "One important consideration for making our decision about Carla's educational diagnosis is to know what kind of positive interventions you tried to improve Carla's school behavior. For instance, did you do 'life-space interviewing,' informal counseling, praise, or rewards for appropriate behavior etc.?"

"Well, I have thirty-seven children in my room. We have a point system. Now, Carla didn't earn any rewards. Mrs. White I really wish you had responded to the notes I sent home."

"I did, didn't Carla give them to you? Every night my husband and I work with Carla doing her schoolwork. Sometimes we're up as late as ten o'clock. We go over and over her math. I get very tired, and frankly, I'm not very good at this new math. Why can't you help her in school?"

"Well, Mrs. White, Carla never has brought in any homework."

"What? Just yesterday we worked on her spelling words and set theory, whatever that is."

"Well, she never brought it in."

"Oh, I just don't know what to do. I try and try. My husband says I've got to help Carla more and I should quit my part-time job. It's so hard. You know he spoils that child - buys her toys all the time. Takes her out and buys her ice cream and other desserts even though she has a weight problem. He never says no to her."

The counselor asks the next question, "Mrs. White, another time we met and we talked about some of these concerns of yours, and we also talked about the advantage of seeking family counseling. How is that going?"

"The counseling office you told me about is only open nine to five Monday through Friday. My husband can't take off from work. But if you want to know the truth, I can't take it. I'll get a divorce over this. You can't have two parents saying different things to a child. He spoils that child. I don't think it's right. You know he's afraid someone's going to steal her. So he won't let her play in the front yard or go anywhere by herself. How can she makes friends like that?"

"We also talked about Carla joining a group like the Girl Scouts. Did she do that? " asks the counselor.

"Once, and it was awful. After the troop meeting, Carla waited outside with the other girls. Her father was furious with her when he went to pick her up. He thought she should have waited inside; he said that it was dangerous and that some man might have taken her away."

"Let me remind you," says the counselor "that we're here to make an educational diagnosis and to decide whether or not Carla has a behavior disorder. Considering the time I think that each of the participants should summarize and give an opinion as to whether or not Carla's problems - and there is no doubt that she has some school problems - constitute a special education need. I'll begin by saying that in my opinion she has a behavior disorder."

The meeting ends with everyone including Mrs. White agreeing that Carla has a behavior disorder, and with the counselor's description of parents rights of appeal and the next planning steps in the educational process.

QUESTIONS FOR DISCUSSION

Looking at Carla out of context, as an isolated individual, we see a child who has normal intelligence but is failing at school, who does not finish her school work, who daydreams in class, who exaggerates the truth to impress adults, and who shuts out the classmates who tease her for being fat and dumb. We cannot really understand Carla's school problems if we look at her out of context and view symptomatic behavior as residing within her.

Hewett (1980) draws an analogy between a baseball game and the psychodynamic perspective (focused on the individual) and the ecological perspective (focused on relationships in the child's overlapping systems of family, school, and community.) If a person from another culture tried to understand the whole game of baseball by just studying the behavior of the first baseman, that person would be unable to understand the true nature of the game and the real reasons why the first baseman catches the ball, throws to second when another player is running, etc. Similarly, we cannot understand and individual child without examining the interrelationships of people in the child's social systems. In order to understand Carla's classroom behavior it is especially important to examine her role in her family. Carla may carry the symptom of distress, but the focus of pathology is this dysfunctional interaction between family members.

"The family systems frame of reference is in part an outgrowth of the broader socioecological position." (Fine & Simpson, 1984, p.6) From the family systems perspective, person and context and vitally and dynamically related. There is a shift in conceptualization from a linear pattern of cause and effect (Carla's school problems are causing her parents to be unhappy) to a circular paradigm where one thing can be both cause and effect (Carla's school problems are both a cause and effect of her parents unhappiness).

In Conjoint Family Therapy Satir (1967) describes some family situations which are similar to Carla's. Carla may be the family member who is identified as behavior disordered, but her behavior is a symptom of the total family pain. Satir (1967, p.) refers to the symptom bearer of a dysfunctional family as the Identified Patient:

> The Identified Patient is the family member who is most obviously affected by the pained marital relationship and most subjected to dysfunctional parenting . . . . His symptoms are an 'SOS' about his parents' pain and the resulting family imbalance. . . . His symptoms are a message that he is distorting his own growth as a result of trying to alleviate and absorb his parents' pain.

1. How was Carla's behavior a symptom of her family's pain?

2. Satir points out that there may be precipitating factors that lend to symptoms. What precepitating factors strained the existing relationships to the extent that the family is unsure of how to redefine itself?

3. "Families and other systems often have difficulty negotiating rules and defining who and how one participates within the system. Boundaries protect the differentiation of the system . . . The members' position in the subsystems may not be clear when boundaries are violated; for example, when generational boundaries are broadened as an adult becomes over involved with a child." (Green & Fine, 1980, p. 243) How were appropriate family boundaries violated in Carla's family?

4. Why was Carla's teacher's method of classroom management is ineffective for Carla?

5. How might helping professionals using differenct theroetical perspectives understand Carla's problems?

6. Though she had normal intelligence, Carla was doing poorly in her new school. Her school assignments were finished, and when she did complete her homework under her parent's prodding, she didn't hand in her work. Carla's school difficulties are a symptom.

How and why would it be "easier" for Carla's parents to stay on their present course, focusing their attention on Carla's school problems and blaming each other, than to put energy into painful self-discoveries and meaningful changes?

6. From the ecological systems perspective assessment and intervention are intertwined (Cook and Plas, 1984). Through the process of evaluating

Carla for a possible behavior disorder, how were several significant adults in her life able to alter their perceptions of her problems and increase their understanding and knowledge?

7. Several adults -- the school counselor, her teacher, the psychologist, the educational tester, and her mother have been mobilized to help Carla. How can they help her?

CASE OF RICKY

Ricky is the "bad kid" from the "bad family". His father is on death row and his mother thinks Ricky has "the devil in him". At school he is feared and disliked by students and staff. When a psychological examiner conducts a psychological evaluation of Ricky, she gets a glimpse of another side of this eleven year old boy. He doesn't want to play the "bad kid" role at school.

The King School was actually built on the city's old garbage dump. The school and the King housing project are located on the tip of a peninsula in the poorest section of the city, isolated because private cars and taxi cabs provide the only local transportation, and inconvenient because the stores and restaurants have closed presumably due to looting and arson. The housing project is only one third occupied and many of the windows are broken. The windows on the King School are covered with metal grates. Security is a major concern and there are guards at all the entrances and all of the classrooms are kept locked. If a child wants a drink of water, the classroom door must be unlocked, the child must be escorted by a guard to the drinking fountain, and then his teacher has to unlock the door to let him back in. Ninety-eight percent of the students are black and the majority of the teachers are black.

Although there are serious economic and environmental problems, the school has some positive features. There is strong leadership from a dynamic young principal. The school has an excellent reading program including awards for students improving in reading and a pilot project called "Reading and the Creative Arts". There are a handful of good teachers and some very promising students, but the rest of the situation looks bleak.

A psychological examiner went to the King School to conduct a evaluation of a child named Ricky Robson.

Before the psychologist even met Ricky, she heard about him. You could say that his reputation preceded him. On the day she was to evaluate Ricky she had a conversation with a first grade boy who told her about the mean fifth grader (Ricky) who poked him and called him names. Apparently Ricky bothered the other first graders too.

Just before she was to test Ricky, the school vice principal decided to brief the psychologist on him. The vice principal had a reputation for having a serious drinking problem; she was wearing her usual dark sunglasses. Her face looked pale and frozen because she seemed to talk without moving any facial muscles. This is what happened:

"That Ricky Robson's a mean kid, he comes from a bad family, but he's the worst. He scares the little ones, fights the big boys and kisses the girls. This year we put him with the strictest teacher in the school; she knows how to keep her children in line, but the Ricky still won't mind. He gets worse and worse. He'll be a criminal just like his real father who's on death row.

For seventy-eight dollars that man blasted away a really nice, decent man - a gas station owner. You must have read about it, it was in all the papers. Now don't say anything to Ricky; his mother never talks to him about his real father. She told me that Ricky's evil just like his father. She says she keeps him indoors, right by her side, cause when she lets him out, he makes trouble. She told me he's got the devil in him just like his murdering father. He's retarded too. On two different tests our school counselor got IQ's of 65. Ask her, she'll tell you about him. He's dumb and evil, must be in the genes. His other relations aren't near as bad. He's got two younger halfbrothers and one little stepsister in this school. Every one of them's got a different last name and a different father. They say last summer his mother married another one. Her new husband comes with her to all the meetings. One of her's is acting up, we call her, and sure enough she won't come down to the school unless that husband of hers comes too. All these kind of people are different, these children don't even know what grade their brothers and sisters are in. Let me show you. Come over here Linda." The vice principal stops a little girl who has come to deliver a message to the principal. She puts her arm around the child and says, "Tell this nice lady what grade your brother is in." The child doesn't speak. "See these people don't know. These people don't care about their families."

The psychologist is stunned and rendered speechless by her insensitivity . The child walks away. "You let me know if that Ricky Robson gives you a hard time," says the vice principal and she returns to her office and closes the door.

"Probably going to get drunker," are the psychologist thoughts. She'd been told that the vice principal used to be a tenured teacher; the school couldn't fire her because of her political connections. So they put her in administration where they figured she'd do the least harm. The psychologist feels skeptical about the validity of her inebriated remarks, but she also feels a little fearful of Ricky Robson because she has, in her day, met some big eleven year olds.

Her apprehension is unjustified; when she finally meets Ricky, she finds that he's a pleasure to be with. He's friendly, cooperative, interesting and eager to please. He seems delighted to talk to her. Maybe he likes the break from school work and the individual attention. He has a broad dark face, a warm smile, and sparkling eyes. He tells her about all of his favorite television shows, all of the foods he can cook, and the go-carts he fixes and races. He tells her about earning $5.00 every week for doing chores. He says he loves fairytales because "they're scary and happy". His favorite fairytale is Cinderella. He says a couple of things which really puzzle her. He tells her his accurate birthdate, but that his age is ten.

"Wait a minute Ricky" she says, "If you subtract 1966 from 1977 you get eleven years. Something's mixed up".

"I'm not really ten, I'm eleven," he whispers.

Later during their conversation, Ricky tells her that that night he is going to get on an airplane and go to visit his uncle in New York City. The psychologist also has vacation plans to visit relatives in New York. "Guess what, I'm flying to New York tonight too. Maybe I'll see you in the airport, Ricky."

"I'm not really going," he says.

She wonders to herself "Poor reality testing? Maybe a pathological liar? Maybe there is some mental deficiency?"

She's wrong. She administers the Wechsler Intelligence Scale for Children -Revised (The Wisc-R is an individually administered test of general intelligence for ages 5 to 15. The standardization group for this test was roughly equivalent to the population of the U.S.A. This test. which is one of the best intelligence tests available, is considered to have excellent norms, validity, and reliability. Weschsler's concept is that intelligence is the overall capacity of an individual to understand and cope with the world around him. The WISC-R, which consists of ten subtests plus two optional subtests, includes these verbal tests: Information, Similarities, Arithmetic, Vocabulary, Comprehension, and Digit Span. The Performance (non-verbal) tests are: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes.) One the WISC-R Ricky does fine; he has normal intelligence. Ricky remembers his previous testing with the same instrument from a whole year before. "The first puzzle you'll show me is a girl and after that a horse," he says.

The psychologist cannot explain what happened. The worst kid in the school was friendly, cooperative, and a pleasure to be with. A child who had scored in the Mentally Deficient range of intelligence two times received an average score, thirty points higher. It appears that the first grader who said that Ricky bothered him and picked on other children was telling the truth and that the counselor who obtained IQ's of 65 was a competent tester. Even in retrospect, the psychologist doesn't know why this child was so different with her, but looking back now at her records of his comments, she now thinks that he revealed more to her than she had perceived at the time. She had thought to herself "Cinderella, why would a boy like this would love fairytales, let alone Cinderella?" But what is Cinderella? It is the story of a beleaguered heroine winning out over her stepsiblings and wicked stepmother who abused her and finally finding happiness and fulfillment through her betrothal to a handsome prince. Just change the sexes of the characters and you have a good fantasy for Ricky. Just because Ricky's new stepfather was concerned and caring doesn't mean that Ricky couldn't have resented him.

Perhaps his uncle in New York City is his "fairy godmother". Why had Ricky told her the wrong age? What was his life like when he was ten? His new stepfather might not have been around. As the oldest child he might have been called the "man of the house". Perhaps he felt his role was upset by the newest husband. Although she doesn't know the details of his life, she can assume that he is a child who has experienced multiple losses: his biological father who is no longer spoken about, stepfathers who have come and gone, and he may have lost his status as man of the house when his mother remarried again. Yet this child is resilient and hopeful enough to reach out and tell her so much about himself.

Upon the advice of her supervisor, the psychologist decides to go back to see Ricky again for further testing; she will administer and attempt to interpret a projective test. (A projective test is one in which the test stimuli are vague or ambiguous and serve as a screen on to which the test-taker "projects" his or her fantasies which include the covert, latent, or unconscious aspects of personality. In the Thematic Apperception Test the respondent is shown cards containing vague pictures in black and white and asked to imagine a story to fit each picture, telling what led up to the event shown in the picture, describing what is happening at the moment and what the characters are thinking and feeling, and giving the outcome. The test-giver then analyzes the respondent's stories, looking for recurrent themes, underlying emotions, and unusual reactions.)

The psychologist selects certain pictures from the Thematic Apperception Test which will help to appraise Ricky's personality features. When she arrives at the King School, she goes to the cafeteria to meet Ricky. As soon as he spots her he leaves his table and darts over to greet her.

"Ricky, you get back to your seat immediately," screeches an irate woman who is a lunch moniter.

"He's with me," She explains.

"You watch yourself Ricky Robson", she says without apologizing.

Ricky and the psychologist go back to the testing room, which is as stuffy and smelly as the cafeteria. They're glad to see each other. They chat for a while. He explains to her what a dirt bike is and how you race them. Then she shows him pictures from the TAT. What follows is a transcript of her report on Ricky Robson's projective profile.

"Ricky was cooperative and pleasant during evaluation. He responded to each Thematic Apperception Test stimulus presented to him, but some of his responses seemed cautious and restricted. He was very clear about the emotions of the people shown on the cards, but he did not spontaneously tell complete stories all of the time. He had to be reminded six times to tell about the outcome of his story.

The prevailing tone of Ricky's responses was one of sadness. He said that all of the young men depicted in the cards were sad. Several characters had been victimized by external forces and in response, they were helpless and immobilized. For instance the man in card 17BM was not climbing up the rope, he was sliding down and his hands were tied to the rope.

Several of Ricky's responses indicated that his outlook toward the future might be negative and tentative. Characters were sent to court or jail. One man had shot someone and was going to go to jail (card 8BM), another man was being pulled away to jail by several people (card 18BM), and another man was in court because he shot someone (card 7BM). In only one instance did he state that a character (woman) would be helped. The outcomes described by Ricky were ambiguous. For example, he said that the character in card #5 might get rid of her dog or she might buy a doghouse; the character in card 17BM might be either a loser or winner. These responses imply that Ricky feels uncertain about the future and unable to positively control his own life.

Ricky's projective profile indicates that he may be feeling sad or depressed, that he may have a negative self-concept, and that he may be preoccupied with thoughts about jail or court."

It seems that a boy who has experienced several losses, feels sad; a boy whose family composition has changed several times, feels uncertain about the future; a boy whose biological father is never spoken about may know something about his being in prison and that a boy who is feared and disliked by students and teachers, feels immobilized and unhappy. This same boy can be mean and annoying, but he also can be a warm and friendly kid who fantasizes about traveling to visit his uncle and enjoys reading a fairytale about a young person who overcomes the influence of a wicked stepparent to find love and live happily ever after.

The next time the psychologist went to the King School, the vice principal told her that Ricky was gone because his family moved away. The family had been evicted after several neighbors have complained about their habits and after they had also fallen behind on the rent.

QUESTIONS FOR DISCUSSION

From an ecological point of view Ricky is not emotionally disturbed or behaviorally disordered but rather there is a discordance or lack of balance in Ricky's ecosystem. His ecosystem includes the interrelationships between him and his overlapping subsystems: his family, his school, and his community.

1. William Rhodes (1974,p.40) observed that, " 'the deviance predicament' is a complex, constant, interactive process, endemic to all forms of collective life. The process of threat and release through deviation is a basic, natural, universal predicament of communities. This can be found in insect nests, in fish schools, in bird flocks, in deer herds, in baboon colonies, in primitive tribes, and in modern communities".
How did Ricky occupy a deviant niche within his family, school, and community?

2. Tension that could be harmful to the balance of the ecosystem is ventilated or redirected by the child who fills the deviant niche. All ecosystems, families, schools, communities, seek equilibrium, a state of homeostasis. "Ecosystems are composed of so many elements so delicately arranged that permanent equilibrium is almost never achieved. Yet the

system seeks it and achieves it temporarily. When the various components of an ecosystem are so out of harmony that the stability of the environment is seriously threatened, the ecologist speaks of disturbance." (Montgomery and Paul, 1982, p.216) How did Ricky's school environment have high levels of stress and tension? How did the ecology of the school allow Ricky to take on the function of the angry rebel?

3. One might ask how it was that Ricky Robson was the child to take on the role of the bad (worst) kid, the "symptom bearer". After all, there were a few hundred children who were enrolled in his elementary school. It appears that Ricky may have learned the symptom bearer role in his family . Virginia Satir (1967), a family therapist, has studied families in pain and found that the family member who carries the symptoms, called the "identified patient" is the family member most affected by the painful marital relationship. In Ricky's eleven year life he had been parented by several painful marital relationships beginning with the unsuccessful marriage between Ricky's mother and his biological father. Now Ricky's father is locked away in prison and waiting to die on death row. His memory is not discussed with the children in the family, but his presence is still felt almost like a ghost. He is remembered as a man who never found a way to succeed in society and who reached out in a violent rage; he is remembered

as a man with the devil in him. How did Ricky's mother's attitudes create more problems for Ricky?

4. Like all other ecosystems, the system of the family works to achieve a balance or homeostasis in family relationships. When the family homeostasis is precarious, the family members work very hard to maintain the balance. Ricky's family was in a precarious state, both financially and emotionally. One might think that Ricky's family life would have been stabilized by the marriage of his mother to his new stepfather; who was supportive of his mother and willing to share parenting responsibilities by becoming involved with the school. Why might have their marriage created disequilibrium and precipitated the "bad kid" symptoms in Ricky?

5. Why is it not surprising that feelings of sadness surfaced again and again when Ricky was asked to tell stories in response to the pictures of the Thematic Apperception Test? Like the main characters in the TAT stories he told, how might have Ricky felt victimized by external forces?

6. Ricky's "SOS" was received and he was referred for a psychological evaluation. At that point there was an opportunity to provide some relief in the troubled ecosystems. What happened instead was that Ricky and his family were "expelled" from the troubled systems. Had there been the possibility of an ecological intervention into the troubled sytems, the goal would have been to "facilitate the return of discordant systems to balance

and harmony" (Apter & Conoley, 1984, p.92) The psychologist might have tried to create ". . . a vision of change by coalescing the persons in the child's ecosystem and orienting the group toward naturally occuring strengths that have been identified within the child's world to effect an initial intervention plan." (Cook & Plas, 1984, p. 166) What were Ricky's naturally occuring strengths?

REFERENCES

American Psychiatric Association. (1980). Diagnostic and Statiscal manual of mental disorders (3rd ed.) Washington D.C.: Author.

Apter, S.J. Conoley, J.C., (1984). Childhood behavior disorders and emotional disturbance: An introduction to teaching troubled children. Englewood Cliff, N.J.: Prentice Hall.

Berkowitz, P. & Rothman, E. (1967). Public education for disturbed children in New York City. Springfield, Illinois: Charles C. Thomas.

Cook, V. & Plas, J. (1984). Intervention with disturbed children: The ecological viewpoint in M. Fine (Ed.) Systematic intervention with disturbed children. New York Spectrum.

Erickson, e. (1963). Childhood and society. New York: Norton

Erickson, E. (1968). Identity: Youth and crisis. New York: Norton

Fine, M. & Simpson, R. (1984). The treatment of disturbed children: Introduction in M. Fine (Ed.) Systematic intervention with disturbed children. New York Spectrum.

Freud, S. (1966) Introductory lectures on psychoanalysis. New York: Norton

Gilligan, C. (1982). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.

Greene, K. & Fine, M. (1980). Family therapy: A case for training school psychologists. Psychology in the Schools, 17(2), 241-248.

Hewett, F.M. (1980). Behavioral ecology: A unifying strategy for the '80's. In R. Rutherford, A. Pietro, & J McClothlin (Eds.) Severe behavior disorders of children and youth. Phenoix, Arizona State University.

Hirschberg, J.C. (1953). The role of education in the treatment of emotionally disturbed children through planned ego development. American Journal of Orthopsychiatry, 13 (4), 684-690.

Jacks, K. & Keller, M. (1978). A humanistic approach to the adolescent with learning disabilities: an educational, psychological and vocational model. Adolescence, 13, 59-78.

Jodrell, R. Sanson-Fisher, R. (1975). Basic concepts of behavior therapy: An experiment involving disturbed adolescent girls. The American Journal of Occupational Therapy, 29, (10) 620-6245.

Kerasotes, D. & Walker, C.E. (1983). Hyperative behavior in children in C.E. Walker & M.C. Roberts (eds.) Handbook of clinical child psychology, New York: John Wiley.

Kershaw, C.J. (1984). Family therapy in J. Cull & L. Golden (eds.) Psycholtherapeutic techiques in school psychology. Springfield, Illinois: Charles C. Thomas.

Kohlberg, L. (1975). The cognitive-developmental approach to moral education. Phi Delta Kappan, June 1975.

Miller, J.B. (1976). Towards a new psychology of women. Boston: Beacon Press.

Piaget, J. (1967) Six psychological studies, New York, Viking.

Redl, F. (1966), When we deal with children, New York: Free Press.

Rhodes, W. (1974). Overview of interventions in W. Rhodes & M. Tracy (eds.) A study of child variance, Ann Arbor: The University of Michigan Press.

Rogers, C. (1961). On becoming a person. Boston: Houghton Mifflin.

Rogers, C. (1983). Freedom to learn for the 80's. Columbus: Charles E. Merrill/

Satir, V. (1967). Conjoint family therapy. Palo Alto: Science and Behavior Books.

Scarf, P. (1978). Readings in moral education. Minneapolis, Winston Press.

Springer, C. & Wallerstein, J.S. (1983). Young adolescents' responses to their parents' divorces, L.A. Kurdek (Ed.) Children and divorce: new directions for child development no. 19, San Francisco: Jossey - Bass.

Swap, S. (1974) Disturbing classromm behaviors: A developmental and ecological view. Exceptional children, 41, 163-172.

Weiner, I.B. (1970). Psychological disturbance in adolescence. New York: Wiley Interscience.